



## Child Welfare Staff

# Individual Training Needs Assessment

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# Child Welfare Staff Individual Training Needs Assessment



Welcome to the Child Welfare Staff Individual Training Needs Assessment (ITNA). This is the ticket to future training offered by the Pennsylvania Child Welfare Resource Center. The ITNA contains a list of competencies specific to the Child Welfare field.

**Competencies are statements of attitude, knowledge, and skill**, which are necessary for the performance of job tasks. A competent worker is one who has mastered the knowledge and skills to perform their job.

The “universe of competencies” for Child Welfare Professionals includes *CORE competencies*, which are foundation level skills needed by all Child Welfare Professionals; *specialized competencies*, which are needed by workers whose jobs include working in specialized program areas or with special family populations; and, *related skill competencies*, which are knowledge and skills designed to enhance and refine Child Welfare practice.

The goal of in-service training is the acquisition and mastery by each Child Welfare Professional of the specific attitude, knowledge and skills necessary for the performance of their job. A training system which uses a process of Individual Training Needs Assessment (ITNA)) to identify job competencies in which the Child Welfare Professional is deficient, and which then trains each Child Welfare Professional in those individual competencies, is a *competency-based training system*.

New workers entering the Pennsylvania Child Welfare System complete CORE training within the first eighteen months of employment. CORE competencies are addressed in this training. Upon completion of the CORE training, Supervisors complete the ITNA with their workers. The ITNA contains the *specialized and related competencies*.

The following are some of the frequently asked questions about the ITNA:

1. **Does each Child Welfare Professional complete the ITNA?**



*Answer:*

**Yes!** The ITNA was designed to be completed by the Supervisor in consultation with the staff person. In order to attend training, staff must have an ITNA on file at the Training Program.

2. Is this like an evaluation?

<input type="checkbox"/> Good
<input type="checkbox"/> Average
<input type="checkbox"/> Poor

*Answer:*

**No.** Evaluations are done for services rendered in the past. The ITNA helps identify what training Child Welfare staff need in order to provide services to children and families in the future! The ITNA is a projection of future training needs and it changes as needs change.

3. How is the information used?



*Answer:*

All ITNA data is entered into a computer at the Training Program. Training Program staff use the information to determine the most important training needed by Child Welfare staff across the state. Workshops are developed and trainers are recruited to provide training based on the information provided.

4. What does the ITNA measure?

*Answer:*

The ITNA reports on two important things:

- a. the **need** for training to increase knowledge and/or skill level
- b. the **importance** of the knowledge and/or skill in working with specific children/families.

5. Does the Supervisor and staff person need to complete the entire ITNA?

*Answer:*

Determine if the **BOLD** heading for the section applies to the functions performed by the staff person. If the section does not apply, mark **N/A** (**Not Applicable**) and go on to the next section that does apply, proceed with determining the training need for the staff person.

6. How is the training need determine?

*Answer:*

There are 3 levels of need to determine training for the Child Welfare Professional:

**1=Low**  
No training  
needed  
at this time

**2=Medium**  
Will benefit  
from  
training

**3=High**  
Training  
necessary



Let's look more closely at this:

**1 = No training needed at this time**

The Child Welfare Professional has the attitude, knowledge, and skill described in the competency. Circle the number **1**, indicating a **low need** for training.

**2 = Will benefit from training**

The Child Welfare Professional will benefit from additional training in the attitude, knowledge, and skill described in the competency. Circle the number **2**, indicating a **medium need** for training.

**3 = Training necessary**

The Child Welfare Professional needs additional training to obtain the attitude, knowledge, and skills described in the competency. Training is necessary to learn the information and understand how to apply the knowledge and/or use the skill in working with children and families. Circle the number **3**, indicating a **high need** for training.

7. **How is the importance or relevancy of the training determined?**

*Answer:*

The importance or relevancy of the training for the Child Welfare Professional has 3 possibilities.

**1 =** Minor part of the job

**2 =** Moderate part of the job

**3 =** Very important part of the job

Let's look more closely at these:

**1 = Minor part of the job**

The attitude, knowledge, and skill described in the competency is a minor part of the job. Example: the Child Welfare Professional primarily works with families who have pre-schoolers, knowing about adolescent issues is a **minor part of the job**, therefore circle **1**.



**2 = Moderate part of the job**

The attitude, knowledge, and skill described in the competency is a moderate part of the job. Example: the Child Welfare Professional occasionally works with families who have adolescents. Knowing about adolescent issues is a **moderate part of the job**, therefore circle **2**.

**3 = Very important part of job**

The attitude, knowledge, and skill described in the competency is a very important part of the job. Example: the Child Welfare Professional primarily works with adolescents. Knowing about adolescent issues is a **very important part of the job**, therefore circle **3**.

8. **How is the ITNA scored?**

*Answer:*

**Multiply** the circled “**training need**” times “**the importance of training**” to obtain the ITNA score.

The following are the possible scores:

$1 \times 1 = 1$	$2 \times 1 = 2$	$3 \times 1 = 3$
$1 \times 2 = 2$	$2 \times 2 = 4$	$3 \times 2 = 6$
$1 \times 3 = 3$	$2 \times 3 = 6$	$3 \times 3 = 9$

The score indicates the priority for training. A score of **9 or 6** indicates a high priority for training. A score of **4** indicates a moderate priority for training. A score of **1, 2, or 3** indicates a low priority for training.

9. **What is the Individual Training Plan (ITP) and how is it completed?**

*Answer:*

The ITP serves two purposes. First, the ITP will assist the Supervisor in the development of an annual training plan for the staff person based on the identified training needs of the individual. Second, the ITP will assist the Training Program in prioritizing the development of new workshops.

The ITP is designed to be completed by the Supervisor in consultation with the staff person. The Supervisor reviews all of the identified training needs on the staff person’s ITNA and selects four training needs for the staff person. On the ITP, the Supervisor lists the four “priority” competency numbers and brief description of what the Supervisor would like the worker to be able to do differently upon completion of a workshop designed to meet the identified training need. (See example on ITP form.)

10. **How long will this take to complete?**

*Answer:*

It will take approximately 45 minutes to an hour to complete the ITNA and the ITP.

11. **What is done with ITNA after it is completed?**

*Answer:*

Please send the score sheet and Individual Training Plan to the Training Program. If you choose, make a copy of both forms for your file. Feel free to contact the Training Program if you have any questions.

Thank you for supporting the Pennsylvania Child Welfare Resource Center.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

County: \_\_\_\_\_ Position: \_\_\_\_\_

<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
<b>Adoption</b>			
1. 201-1 The Child Welfare Professional knows the individual and family characteristics and dynamics, which contribute to effective adoptive parenting.			
2. 201-2 The Child Welfare Professional can conduct thorough, home study assessments of adoptive family applicants.			
3. 201-4 The Child Welfare Professional understands the value of pre-service and ongoing in-service training for adoptive families, and can plan and implement training workshops and activities to meet training needs.			
4. 201-5 The Child Welfare Professional can assess the needs of children requiring adoptive placement and can select the most appropriate, least restrictive, most home-like placement setting to meet the child’s developmental and treatment needs.			
5. 201-6 The Child Welfare Professional is able to develop collaborative relationships with adoptive families and can promote joint planning and delivery of services for the child.			
6. 201-7 The Child Welfare Professional can compile and document information to support a court filing or permanent custody action, and can collaborate with legal representatives to implement the goal.			
7. 201-8 The Child Welfare Professional knows the importance of post-placement supportive and treatment services, and knows strategies to assure that these services are provided to children and their adoptive families.			

<b>Training Need Level of Importance</b> <b>1 = Low</b> <b>2 = Medium</b> <b>3 = High</b> <b>1 = Minor</b> <b>2 = Moderate</b> <b>3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
8. 201-9 The Child Welfare Professional can planfully prepare children for adoption, including using life books, stories, play, and other methods to communicate with the child, to reduce placement-induced stress, and to maintain identity and continuity for the child.			
9. 201-10 The Child Welfare Professional knows public relations and marketing strategies to recruit adoptive families.			
10. 201-11 The Child Welfare Professional is aware of and understands obstacles to the recruitment of minority families, and knows strategies to identify, engage, and assess adoptive homes within their cultural context.			
<b>Supervising Adoption</b>			
11. 529-2 The Supervisor knows, can model and teach the necessary attitude, knowledge and skills for effective adoption casework.			
12. 529-4 The Supervisor knows unique program structures, policies, and procedures, which enhance quality adoption services.			
<b>Working with Adolescents</b>			
13. 202-2 The Child Welfare Professional can correctly assess the behavior of "unruly" adolescents within the context of their development, family, culture and situation; can recognize family dysfunction and crisis which contribute to the adolescents' behavior.			
14. 202-3 The Child Welfare Professional can develop case plans that address the emotional, social, and developmental factors contributing to the child's behavior.			
15. 202-4 The Child Welfare Professional can assess a child's need for specialized residential placement, treatment, or other special services, and knows how to refer children to these resources.			

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16. 202-5 The Child Welfare Professional knows specialized interviewing and casework strategies, which are effective with adolescents.			
17. 202-7 The Child Welfare Professional is able to assess the adolescent's level of ability in critical skills needed for independent living, including problems that may interfere with successful emancipation, and can plan and provide services to prepare adolescents for independent living.			
18. 202-8 The Independent Living (IL) Professional understands the history, philosophy and goals of Pennsylvania's Independent Living Program and the concept of diverse county-based models for provision of Independent Living services.			
19. 202-9 The Independent Living Professional understands Independent Living Program eligibility requirements and the continuum of services that are built upon four major components: education, employment, housing and life skills.			
20. 202-10 The Independent Living Professional understands the process of conducting initial and ongoing assessments of the education, employment, housing and life skills needs of youth. The worker is able to use the assessment process to develop and monitor individualized Independent Living Program plans for youth.			
21. 202-11 The Independent Living Professional understands his/her role in providing a spectrum of training, support and referral services for youth. The worker is able to secure supplemental services by developing and maintaining collaborative relationships with substitute caregivers, children and youth staff, private provider agencies, school personnel, human service agencies and community members.			



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<b>Sexual Abuse</b>						
22.	203-1	The Child Welfare Professional knows the range of behaviors that are classified as child sexual abuse and can identify the physical, behavioral, and emotional indicator of both intra-familial and extra-familial sexual abuse of children.				
23.	203-3	The Child Welfare Professional is able to recognize the patterns of interaction in families that maintain intra-familial sexual abuse.				
24.	203-4	The Child Welfare Professional can recognize age-appropriate sexual knowledge and awareness in children, and can identify abnormal and/or precocious sexual knowledge or preoccupation.				
25.	203-6	The Child Welfare Professional understands the individual and family dynamics of sexual abuse and can elicit and identify these dynamics during sexual abuse investigation interviews.				
26.	203-7	The Child Welfare Professional is aware of the elements of coercion and secrecy in sexual abuse cases, and can structure the investigation, assess the risk to the child, and impose protective measures accordingly.				
27.	203-8	The Child Welfare Professional can implement strategies to engage non-voluntary or hostile clients in cases of abuse and neglect investigations.				
28.	203-9	The Child Welfare Professional is aware of the frequent developmental and psychological consequences of sexual abuse on the victim (i.e. depression, anger, mistrust, and pseudo maturity); can assess their impact on the child; and can refer the child for supportive and therapeutic services.				
29.	203-10	The Child Welfare Professional recognizes problems resulting from stress, disturbed relationships, and low self-esteem in offenders, spouses, and other family members, and can make appropriate referrals for further assessment and therapy.				

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30. 203-11 The Child Welfare Professional understands the role and responsibility of other disciplines in the investigation, prosecution, and treatment of abuse and neglect; and can work cooperatively with these practitioners.			
31. 203-12 The Child Welfare Professional is aware of their own emotional responses to child abuse and neglect and of the potential for these responses to interfere with the casework process.			
<b>Supervising Sexual Abuse Service</b>			
32. 522-2 The Supervisor knows, can model and teach the attitude, knowledge and skills necessary for effective sexual abuse casework.			
33. 522-4 The Supervisor can adjust unit structure, case assignments, and supervisory strategies to accommodate program issues unique to sexual abuse, including specialized investigation methods, worker continuity, rotation of staff, and management of workload to prevent burnout.			
34. 522-5 The Supervisor knows the special characteristics needed by staff to work with sexual abuse cases, including general casework experience, comfort with issues of sexuality, skills in interdisciplinary teamwork, assertiveness, and willingness to use the legal system.			
35. 522-7 The Supervisor can recognize when a worker's emotional responses interfere with the casework process and can help the worker identify and examine these issues.			
<b>Intake and Investigation</b>			
36. 204-1 The Child Welfare Professional knows the personal, interpersonal, family, and environmental factors which increase the risk of maltreatment of children.			

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37. 204-2 The Child Welfare Professional knows investigation and interviewing strategies to assess and determine the degree of risk to a child remaining at home.			
38. 204-3 The Child Welfare Professional knows how to use the risk assessment instrument.			
39. 204-4 The Child Welfare Professional can determine when emergency protection of a child is necessary, and can initiate the appropriate juvenile court proceedings to obtain emergency custody.			
40. 204-5 The Child Welfare Professional can use casework methods during the investigation to begin to establish a supportive casework relationship, to involve families in a joint assessment of the need for services, and to motivate families to work with the agency toward elimination of maltreatment.			
41. 204-6 The Child Welfare Professional is able to gather pertinent information about the complaint from the family, the child, and from collateral sources; can make an initial assessment of risk to the child and of the family's problems, needs, and strengths; and can make the appropriate case disposition.			
42. 204-7 The Child Welfare Professional knows the importance of, and can initiate, intensive, in-home supportive services at the intake level to prevent removal of the child from the home.			
43. 204-8 The Child Welfare Professional understands the ways in which cultural variables can confound an assessment of child maltreatment, and can conduct investigation activities that are congruent with a family's cultural background.			
44. 204-9 The Child Welfare Professional can elicit and document pertinent facts to be included in the preparation of a case for the juvenile court.			

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45. 204-11 The Child Welfare Professional can document the process and findings of the investigation in the case record in a thorough, concise, and timely manner.			
46. 525-4 The Child Welfare Professional knows the roles and responsibilities of law enforcement agencies, hospitals, schools, prosecutors, and other professionals in the intake and investigation process, and can promote collaboration between agencies.			
<b>Supervising Intake and Investigation Services</b>			
47. 525-2 The Supervisor knows, can model and teach the attitude, knowledge, and skills necessary for effective intake and investigation services.			
48. 525-3 The Supervisor can use the agency's criteria for accepting a referral of abuse and neglect and determining its urgency; can assign cases for investigation accordingly; and can implement monitoring systems which assure that all complaints are processed, investigated, or dismissed promptly and thoroughly.			
<b>Legal Issues</b>			
49. 205-1 The Child Welfare Professional knows the role and responsibility of the caseworker in the juvenile court, knows applicable rules of evidence, is able to prepare testimony, and can testify appropriately in juvenile court hearings.			
50. 205-2 The Child Welfare Professional understands legal issues, which affect child welfare practice, and knows how to implement legal requirements into practice. This includes confidentiality, caseworker liability, reasonable efforts, and other requirements.			
51. 521-1 The Child Welfare Professional knows and can apply relevant federal, state, and local agency statutes, rules, policies, procedures, and best practice standards related to case planning.			

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52. 522-1 The Child Welfare Professional knows and can apply relevant federal, state, and local agency statutes, rules, policies, procedures, and best practice standards related to abuse/neglect investigation and treatment.			
53. 523-1 The Child Welfare Professional knows and can apply relevant federal, state, and local agency statutes, rules, policies, procedures, and best practice standards related to work with adolescents and their families.			
54. 525-1 The Child Welfare Professional knows and can apply relevant federal, state, and local agency statutes, rules, policies, procedures, and best practice standards related to intake and investigation services.			
55. 526-1 The Child Welfare Professional knows and can apply relevant federal, state, and local agency statutes, rules, policies, procedures, and best practice standards related to in-home family services.			
<b>Supervising Legal Issues</b>			
56. 527-1 The Supervisor knows and can apply relevant federal, state, and local agency and court statutes, administrative rules, policies, procedures, and other regulations which affect their area of supervisory responsibility.			
57. 527-4 The Supervisor can recommend policy and procedure changes necessary for effective collaboration between the court and agency representatives.			
<b>Services to Parents</b>			
58. 206-1 The Child Welfare Professional is able to assess the special needs of clients who may be pregnant, single, or without support. These special needs may include family planning services, pre and post-natal medical care, education to prevent abuse and neglect, special needs of single fathers and skills for family life.			

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59. 206-3 The Child Welfare Professional is able to use relevant community resources to help single parents obtain appropriate services, including establishing paternity, obtaining financial support and accessing adoption services.			
<b>Family Preservation</b>			
60. 207-1 The Child Welfare Professional understands the historical and philosophical basis of family preservation and family-centered Child Welfare practice, including family systems theory; and can apply his/her understanding to case planning and service delivery.			
61. 207-2 The Child Welfare Professional understands the seven values of Pennsylvania's Family Preservation program, and knows how family preservation fits in the continuum of Child Welfare services.			
62. 207-4 The Child Welfare Professional can use assessment data to collaboratively develop an appropriate, culturally competent case plan with the family, and can develop and link supportive family and community resources.			
63. 207-6 The Child Welfare Professional understands the purpose and operations of multi-disciplinary service teams; can function as a contributing member of the team; knows how to advocate for the family; and can coordinate services from a variety of service providers.			
64. 207-7 The Child Welfare Professional can conduct/direct supportive, educational and treatment interventions to promote family growth and change, including crisis intervention, skill modeling, emotional support, resource linkage, problem solving, personal and system advocacy, provision and/or coordination of concrete services.			

<b>Training Need Level of Importance</b>	<b>1 = Low 1 = Minor</b>	<b>2 = Medium 2 = Moderate</b>	<b>3 = High 3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
<b>Supervising Family Preservation</b>						
65. 528-1	The Supervisor understands and is able to assure services are consistent with Pennsylvania's Family Preservation program guidelines and applicable Federal regulations.					
66. 528-2	The Supervisor understands the nature of an intensive, brief in-home service delivery system and knows how to empower staff through modeling, support and training consistent with the values of Family Preservation.					
<b>Kinship Care</b>						
67. 208-1	The Child Welfare Professional understands the role of kinship care in the continuum of child welfare services and understands the concepts of reunification and other permanency planning alternatives in regards to kinship care placement.					
68. 208-2	The Child Welfare Professional understands the legal and philosophical basis of kinship care in child welfare services.					
69. 208-3	The Child Welfare Professional understands the benefits of early assessment and the use of kinship care as possible placement. The worker can assess the needs of children requiring placement and can select the most appropriate, least restrictive, most home-like placement setting to meet the child's and families individual needs. The worker can conduct an early family assessment with a kinship member who will care for the children in need of placement.					
70. 208-4	The Child Welfare Professional understands the standards of assessment with regard to care and protection of the child. As part of the assessment, the worker knows how to be objective in assessing families with diverse and non-traditional structures and lifestyles in regards to their ability to meet the needs of children in out-of-home care.					

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71. 208-5 The Child Welfare Professional understands the multi-cultural norms, values, traditions and child rearing practices of ethnic and cultural groups served/supported by the child welfare agency.			
72. 208-6 The Child Welfare Professional understands the dynamics that occur in an extended family system when a kinship family provides care to a child in need of placement. The worker understands typical emotional reactions that the child, the kinship parent, the primary parent and other children feel in relation to kinship placement/adoption.			
73. 208-7 The Child Welfare Professional knows how to negotiate and resolve conflicts, assisting family members in creating the necessary structure to facilitate positive communication and interaction. The worker understands the need to assist the family members in working through issues that impede problem solving including: parent/child conflicts, sibling issues, the family's view of the child's primary family and issues impeding reunification.			
74. 208-8 The Child Welfare Professional is able to develop collaborative relationships with birth and kinship care families and can promote joint planning and delivery of services for the child in care.			
<b>Foster Care</b>			
75. 209-1 The Child Welfare Professional knows the individual and family characteristics and dynamics which contribute to effective foster parenting.			
76. 209-2 The Child Welfare Professional can conduct thorough, home study assessments of foster family applicants.			
77. 209-4 The Child Welfare Professional understands the value of pre-service and ongoing in-service training for foster families, and can use the ITNA to identify, plan and implement training programs.			



<b>Training Need</b> <b>1 = Low</b> <b>2 = Medium</b> <b>3 = High</b> <b>Level of Importance</b> <b>1 = Minor</b> <b>2 = Moderate</b> <b>3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
78. 209-5 The Child Welfare Professional can assess the needs of children requiring foster placement and can select the most appropriate, least restrictive, most home-like placement setting to meet the child's and family's individual needs.			
79. 209-6 The Child Welfare Professional is able to develop collaborative relationships with natural and foster families and can promote joint planning and delivery of services for the child in care.			
80. 209-7 The Child Welfare Professional can compile and document information to support a goal of long term foster care and can collaborate with legal representatives to implement the goal.			
81. 209-8 The Child Welfare Professional knows the importance of post-placement supportive and treatment services, and knows strategies to assure that these services are provided to children and their natural and foster families.			
82. 209-9 The Child Welfare Professional can prepare children for foster care including the use of life books, stories, play and other methods to communicate with the child, to reduce placement induced stress, and to maintain identity and continuity for the child.			
83. 209-10 The Child Welfare Professional knows public relations and marketing strategies to recruit foster family applicants.			
84. 209-11 The Child Welfare Professional is aware of and understands obstacles to the recruitment of minority families, and knows strategies to identify, engage, and assess foster families within their cultural context.			
<b>Supervising Foster Care</b>			
85. 524-2 The Supervisor knows, can model and teach the necessary attitude, knowledge and skills for effective foster care casework.			

<b>Training Need Level of Importance</b>	<b>1 = Low 1 = Minor</b>	<b>2 = Medium 2 = Moderate</b>	<b>3 = High 3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
86.	524-4	The Supervisor knows unique program structures, policies, and procedures which enhance quality foster care services.				
87.	524-5	The Supervisor can promote the development of policies and procedures that utilize foster families as members of the agency service delivery team.				
<b>Treatment Strategies</b>						
88.	301-1	The Child Welfare Professional understands and can use principles of learning theory and behavior modification to assess children's behaviors, and to develop and implement behavior management programs.				
89.	301-3	The Child Welfare Professional is skilled in a variety of interviewing and casework techniques, and can conduct individual and family interviews.				
90.	301-4	The Child Welfare Professional can implement problem-solving strategies, can apply these strategies to family's problems and needs, and can teach family members to use problem-solving methods to resolve family problems.				
91.	301-5	The Child Welfare Professional is able to identify and understand families in crisis, and can conduct crisis counseling activities.				
<b>Family Systems Theory</b>						
92.	302-1	The Child Welfare Professional understands family systems theory and its applications to case assessment, case planning, and supportive and therapeutic counseling.				

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93. 302-2 The Child Welfare Professional is able to assess family dynamics, including interactions and relationships of family members, family roles, power, communication patterns, dysfunctional behaviors, and other family process issues.			
94. 302-3 The Child Welfare Professional knows how family dynamics contribute to the development and continuation of child abuse/neglect in families.			
95. 302-4 The Child Welfare Professional can conduct and control family interviews and can use family system process to facilitate change.			
96. 302-5 The Child Welfare Professional can link families to therapeutic services in the community, and can coordinate the provision of these services.			
<b>Casework with Children</b>			
97. 303-1 The Child Welfare Professional can communicate with and interview children using a variety of age-appropriate methods and strategies to elicit and transmit information.			
98. 303-2 The Child Welfare Professional can use casework approaches which are appropriate for the child's developmental level, including play techniques, art, games, and other "non-talk" strategies for young children or children with limited verbal ability.			
99. 303-3 The Child Welfare Professional knows the behavioral indicators and dynamics of common emotional disorders of children including depression, ADHD, conduct disorders, anxiety, and suicide; and can refer the child to the proper professional for further assessment and/or treatment.			

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<b>Recognizing Development Disability and Delay</b>			
100. 304-2 The Child Welfare Professional knows how developmental disabilities and delay can be both the cause and effect of abusive or neglectful caretaking; understands the dynamics of this relationship; and can implement preventive strategies.			
101. 304-4 The Child Welfare Professional knows the importance of early identification of developmental disabilities, of referring children for comprehensive assessment, and of seeking specialized services to meet the child’s developmental, medical, educational, social, and recreational needs.			
102. 304-5 The Child Welfare Professional understands the effect on families when parenting a developmentally disabled child, and the importance of linking families with proper supportive, educational, and respite services.			
103. 304-6 The Child Welfare Professional is aware of the negative stereotypical attitudes and misconceptions regarding developmental disabilities, and knows how these stereotypes can interfere with the provision of services to clients with disabilities.			
<b>Parenting Skills</b>			
104. 305-1 The Child Welfare Professional is familiar with models of effective parenting, can teach parenting strategies to parents by explaining and demonstrating parenting techniques, can support parents in trying new strategies, and can refer parents to formal training classes or groups when needed.			
105. 305-2 The Child Welfare Professional can identify parenting and discipline strategies which are appropriate for a child’s developmental level and individual needs.			

<b>Training Need Level of Importance</b>	<b>1 = Low 1 = Minor</b>	<b>2 = Medium 2 = Moderate</b>	<b>3 = High 3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
<b>Team Building</b>						
106.	306-1	The Child Welfare Professional understands the roles and responsibilities of the child welfare agency and other community child and family service agencies in the identification, assessment, and planning of treatment for child abuse/neglect.				
107.	306-2	The Child Welfare Professional is able to work collaboratively and cooperatively with community agencies in a team approach to service delivery.				
108.	538-1	The Child Welfare Professional knows and can implement the basic components of an effective team to assure coordinated and timely services to families and children including: a clear mission, common goals and identity, shared accountability for outcomes, interdependence, collaborative decision making.				
<b>Valuing Diversity</b>						
109.	307-1	The Child Welfare Professional understands the multi-cultural norms, values, traditions and child rearing practices of ethnic and cultural groups served by the child welfare agency.				
110.	307-3	The Child Welfare Professional knows how to establish positive working relationships with families from cultural backgrounds different from their own, and can work with families within their own cultural context.				
<b>Managing Diversity</b>						
111.	543-1	The Supervisor understands the multi-cultural norms, values, traditions and child rearing practices of ethnic and cultural groups served by the Child Welfare agency and can model and teach staff to apply culturally competent practice to casework activities.				

<b>Training Need Level of Importance</b> <b>1 = Low</b> <b>2 = Medium</b> <b>3 = High</b> <b>1 = Minor</b> <b>2 = Moderate</b> <b>3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
112. 543-2 The Supervisor is aware of his/her own cultural background, including values, beliefs and traditions; understands how these may be different from those of his/her supervisee; and recognizes ways in which an “ethnocentric” perspective can interfere with his/her ability to manage and supervise staff from different cultural groups.			
113. 543-3 The Supervisor is able to establish positive supervisory relationships with supervisees from different cultural backgrounds.			
<b>Adult Psychopathology</b>			
114. 308-1 The Child Welfare Professional recognizes the primary indicators of adult psychopathology, including symptoms of schizophrenia, paranoia, psychosis, depression, anxiety, and personality disorders.			
115. 308-2 The Child Welfare Professional understands the effects of parents' mental illness or emotional problems on children's development and behavior, and can accurately assess the risk to the child of remaining in the primary care of the emotionally disturbed/mentally ill parent.			
116. 308-3 The Child Welfare Professional understands the treatment of mental illness and emotional disorders, can recognize signs that hospitalization may be needed, is aware of community treatment resources, and can use these resources in developing the case plan.			
117. 308-4 The Child Welfare Professional knows the appropriate uses of medications in the treatment of mental illness, and the potential side effects of these medications.			

<b>Training Need</b> <b>1 = Low</b> <b>2 = Medium</b> <b>3 = High</b> <b>Level of Importance</b> <b>1 = Minor</b> <b>2 = Moderate</b> <b>3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
<b>Substance Abuse</b>			
118. 309-1 The Child Welfare Professional can recognize indicators of alcohol abuse in adults and in children; understands typical dynamics of alcoholic families; knows how an alcoholic parent can affect a child's development and behavior; knows the relationship between alcohol abuse and family violence; and can refer to appropriate treatment resources.			
119. 309-2 The Child Welfare Professional can recognize the indicators of drug abuse, including cocaine addiction, in adults and in children; understands the potential effects of drug use on family functioning; and knows appropriate referral methods and treatment resources.			
120. 309-3 The Child Welfare Professional understands the special needs of infants born with fetal alcohol syndrome or other drug addiction, can refer the children for developmental assessment, and can develop case plans and provide services which address the child's developmental needs.			
<b>Family Violence</b>			
121. 310-1 The Child Welfare Professional recognizes the indicators of family violence, including spouse abuse; understands the dynamics of family violence; can assess the family situation to determine risk to family members; can develop case plans to address family violence and to protect family members; and can appropriately refer clients to shelters and other specialized resources.			
<b>Understanding Psychological Evaluations</b>			
122. 311-1 The Child Welfare Professional knows the proper uses of psychological evaluations in child welfare practice.			

<b>Training Need Level of Importance</b>	<b>1 = Low 1 = Minor</b>	<b>2 = Medium 2 = Moderate</b>	<b>3 = High 3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
<b>Group Work Skills</b>						
123. 312-1	The Child Welfare Professional understands the potential uses of groups in child welfare practice, understands concepts of group process, and can develop and lead groups.					
<b>Time and Stress Management</b>						
124. 313-1	The Child Welfare Professional can plan, organize and manage the work load, set priorities, and perform activities in a manner which makes the best use of existing resources and time.					
125. 313-2	The Child Welfare Professional understands the origins and consequences of work-related stress, and knows coping and management skills to prevent burn-out.					
<b>Writing Skills for Case Documentation</b>						
126. 315-1	The Child Welfare Professional can identify pertinent data for inclusion in case records and reports, and knows how to organize information in a clear, concise manner.					
<b>Health and Medical Issues</b>						
127. 316-1	The Child Welfare Professional knows health and medical conditions which can affect the well-being of children and families or which can contribute to, or result from child abuse/neglect.					
128. 317-1	The Child Welfare Professional can recognize indicators of cultic behavior in adults and children; understands dynamics of cultic families; knows how a cultic parent can affect a child's development and behavior; knows the relationship between cults and family violence; and can refer to appropriate treatment resources.					



<b>Training Need</b> <b>1 = Low</b> <b>2 = Medium</b> <b>3 = High</b> <b>Level of Importance</b> <b>1 = Minor</b> <b>2 = Moderate</b> <b>3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
129. 317-2 The Child Welfare Professional can recognize signs of child sexual abuse by individuals involved in cults and the occult, and can implement appropriate interviewing methods with children.			
<b>Professional Development</b>			
130. 400-1 The Child Welfare Professional is aware of and understands how to apply social work ethics and principles in child welfare practice.			
131. 400-2 The Child Welfare Professional is aware of and can use a variety of safety techniques to ensure her/his safety on the job.			
132. 400-3 The Child Welfare Professional is aware of and can use a variety of assertiveness techniques including listening skills and effective communication skills for assertive behavior.			
133. 400-4 The Child Welfare Professional can identify and implement the steps to effective goal planning and can use clear and concise language and establish realistic goals in the development of goal plans.			
134. 400-5 The Child Welfare Professional knows and can utilize a continuum of decision-making strategies and can identify the most effective strategy for each situation.			
135. 400-6 The Child Welfare Professional knows and can apply the steps common to any planning process, including gathering and analyzing information, defining the problem(s) or opportunity(ies), determining goals and objectives, evaluating available resources, identifying action steps, managing implementation of the plan, and evaluating success.			
136. 400-7 The Child Welfare Professional understands the various sources of power, which are available to them within the Child Welfare organization and can appropriately use different types of power to achieve desired ends.			

<b>Training Need</b> <b>1 = Low</b> <b>2 = Medium</b> <b>3 = High</b> <b>Level of Importance</b> <b>1 = Minor</b> <b>2 = Moderate</b> <b>3 = High</b>	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
137. 400-8 The Child Welfare Professional is aware of their own level of comfort with power and authority, and can identify how perceptions of power can potentially lead to improper use of power on the job.			
138. 400-9 The Child Welfare Professional is able to promote a positive agency image to service providers and to the community at large through use of personal contacts and educational presentations.			
139. 400-10The Child Welfare Professional understands the dynamics of change and can identify and implement the sequence of steps necessary for change to be fully integrated with the least amount of resistance.			

The following competencies are designed for **Child Welfare Administrators, Managers, and Supervisors only.**

## Leadership, Supervision, & Teaming

<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
<b>Supervising Case Plan Development and Implementation</b>			
140. 521-2 The Supervisor knows, can model and teach the attitude, knowledge and skills necessary for effective case plan development and implementation.			
141. 521-3 The Supervisor knows how to structure supervisory conferences with staff members to review and monitor case planning and casework activities.			
142. 521-4 The Supervisor knows strategies to assist staff members in identifying, developing and accessing community resources for families.			
143. 521-5 The Supervisor can gather performance data to monitor the caseworker's completion of activities and provision of services as listed in the case plan.			
144. 521-6 The Supervisor is able to engage community professionals and agencies to collaborate in the development and implementation of case plans for families who are served by multiple community providers.			
<b>Supervising In-Home Services</b>			
145. 526-2 The Supervisor knows, can model and teach the attitude knowledge and skills necessary for effective in-home family services.			
146. 526-3 The Supervisor knows how to set work schedules and standards that promote the delivery of effective in-home services.			

<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
147. 526-4 The Supervisor can assist in the development of resources and linkages with community service providers to obtain in-home supportive services for families.			
<b>Planning and Decision Making</b>			
148. 531-1 The Supervisor knows and can utilize a continuum of decision making strategies and can identify the most effective strategy for each situation.			
149. 531-2 The Supervisor understands strategic, long-range, and operational (program) planning; knows the role of each in a comprehensive agency planning process; and knows the proper role of various levels of agency management in all types of planning.			
150. 531-3 The Supervisor knows and can apply the steps common to any planning process, including gathering and analyzing information, defining the problem(s) or opportunity(ies), determining goals and objectives, evaluating available resources, identifying action steps, managing implementation of the plan, and evaluating success.			
151. 531-4 The Supervisor can assess the potential impact of internal and external barriers on the planning process, both from within the agency and from outside sources.			
152. 531-5 The Supervisor can initiate or participate in planning strategies appropriate for her/his level of authority and responsibility.			
<b>Effective Use of Power</b>			
153. 532-1 The Supervisor understands the various sources of power which are available to all supervisors within child welfare organizations and can appropriately use different types of power to achieve desired ends.			

<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
154. 532-2 The Supervisor is aware of her/his own level of comfort with power and authority and can identify how perceptions of power can potentially lead to improper use of power on the job.			
<b>Supervising for Optimal Job Performance</b>			
155. 533-1 The Supervisor understands her/his role to facilitate the staff member's growth and development on the job through management practices, on-the-job training, and support.			
156. 533-2 The Supervisor knows factors which can contribute to poor employee performance, including; the presence of organizational barriers, lack of knowledge, skill, or confidence, or lack of interest and commitment to perform the job; and knows strategies to determine the specific factors which are contributing to a staff member's poor performance.			
157. 533-3 The Supervisor is able to identify Child Welfare competencies which are essential to staffs' performance in the Supervisor's area of responsibility, and can integrate new and innovative practice competencies into agency practice.			
158. 533-4 The Supervisor can identify and address supervisees' attitude, knowledge, and skill deficiencies and can promote the transfer of training to the job through the use of the individual training needs assessment, referral to formal training programs, the use of learning contracts, providing opportunities to practice skills and receive feedback on the job, modeling, and providing reinforcement for good practice.			
159. 533-5 The Supervisor can use on-the job training activities with staff as opportunities to model and reinforce culturally competent practice.			
160. 533-6 The Supervisor knows and can apply principles of adult learning to on-the-job training.			

<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
161. 533-7 The Supervisor knows strategies to reduce organizational barriers to staff performance, including: accessing needed resources, changing policies or procedures, modifying unrealistic job expectations, and advocating with upper level management for changes in problematic organizational structures.			
162. 533-8 The Supervisor can provide support to help supervisees identify personal barriers to performance.			
<b>Employee Performance Evaluations</b>			
163. 534-1 The Supervisor understands the role and function of the employee performance evaluation in the management of the organization.			
164. 534-2 The Supervisor can develop performance criteria that are specific, measurable, behavioral indicators of task accomplishment, and can communicate these expectations to staff.			
165. 534-3 The Supervisor can use multiple sources of data to assess employee performance, including direct observation, discussion during supervisory conference, input from families, and review of case records.			
166. 534-4 The Supervisor can engage the supervisee in a joint assessment of the supervisee's strengths and deficits, and in determining strategies to improve performance.			
167. 534-5 The Supervisor recognizes when personal bias or failure to understand cultural differences can interfere with an objective assessment of a supervisee's performance, and can consider cultural differences when assessing supervisee behavior.			

<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
<b>Managing Conflict</b>			
168. 535-1 The Supervisor knows and can identify potential sources of conflict between staff members at all levels within the organization, between the agency and members of the community; and can apply strategies to resolve conflict and promote collaboration between the agency and community service providers.			
169. 535-2 The Supervisor can define and describe "healthy" conflict, which stimulates productivity and growth in an organization, and conflict that inhibits task performance and prevents organizations from developing to their potential.			
170. 535-3 The Supervisor knows the typical stages in the evolution of conflict, and knows at which stages intervention is most likely to successfully resolve the conflict.			
171. 535-4 The Supervisor knows how to assess a conflict situation, knows how individual personality and cultural factors can affect staff members' responses to conflict, and can apply a conflict management strategy that best fits the situation.			
172. 535-7 The Supervisor has the ability to assess conflict between families and caseworkers, knows strategies to help re-establish a constructive family/caseworker relationship, and knows when to reassign the case.			
<b>Public and Community Relations</b>			
173. 536-1 The Supervisor is able to promote a positive agency image to the media, service providers, and to the community at large through use of the media, personal contacts, and educational presentations.			

<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
174. 536-2 The Supervisor is able to work with representatives of print and video media to inform the public regarding the mission, activities and needs of the agency, and to promote recruitment.			
<b>Budgeting and Fiscal Operations</b>			
175. 539-1 The Supervisor can project the fiscal needs of the agency or work unit; can formalize a budget document with projected allocations and expenditures; and can monitor and adjust budgets on a regular basis.			
176. 539-2 The Supervisor knows of potential funding sources and can prepare proposals to access funds to support agency program and initiatives.			
<b>Staffing the Agency</b>			
177. 540-1 The Supervisor knows personnel policies related to confidentiality, EEO, ADA, affirmative action, civil service requirements, and negotiated bargaining unit agreements which pertain to the hiring, evaluation and termination process.			
178. 540-4 The Supervisor knows interviewing strategies to elicit pertinent information to assess whether the applicant's skills, strengths, and attitudes match the criteria identified in the position description.			
179. 540-5 The Supervisor knows how to select an applicant based on criteria established in the position description, and can document the reasons for selection or non-selection.			
180. 540-6 The Supervisor knows how to structure the probationary period to monitor and evaluate the employee's performance and to determine suitability for permanent employment.			



<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
181. 540-7 The Supervisor knows how to conduct an employee termination interview that complies with all necessary personnel policy requirements, and can properly document the reasons for termination.			
<b>Supervising the Difficult Employee</b>			
182. 541-1 The Supervisor is able to recognize when conflict with an "unresponsive" employee causes polarization and a breakdown in communication between the Supervisor and the employee, and can use appropriate assertive behavior to re-establish a constructive relationship with the employee.			
183. 541-4 The Supervisor is able to use "coaching" strategies to change inappropriate employee behaviors.			
<b>Managing Change</b>			
184. 542-1 The Supervisor understands the dynamics of change in the organization and can identify and implement the sequence of steps necessary for change to be fully integrated with the least amount of resistance.			
<b>Supervising and Managing Work Group Performance</b>			
185. 503-1 The Supervisor knows the structure, function, and operations of different types of work groups, and knows how to determine which type of group is needed to best achieve the desired outcome.			
186. 503-2 The Supervisor understands concepts of group process and development, and knows the role of the leader and the most appropriate management strategies for different developmental stages.			
187. 503-3 The Supervisor can identify situations when group decision making is the most appropriate decision making approach.			

<b>Training Need</b> 1 = Low    2 = Medium    3 = High <b>Level of Importance</b> 1 = Minor    2 = Moderate    3 = High	<b>Training Need</b>	<b>Level of Import</b>	<b>Score</b>
188. 503-4 The Supervisor understands how unclear or inappropriate mission or goals, poor group structure, and uncomfortable climate create barriers to group productivity; and knows strategies to address these barriers.			
189. 503-5 The Supervisor knows how to plan, organize, and lead effective meetings.			
190. 503-6 The Supervisor know strategies to promote collaboration and effective conflict resolution within the group.			



# Individual Training Plan

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**County:** \_\_\_\_\_ **Position:** \_\_\_\_\_

Please take time to review the training needs identified on your ITNA. On the chart below, list the **Top 4** training priorities you would like to meet over the next year. Indicate the competency number and also provide a brief statement describing the content you would like covered in the training session. The information provided will be used by the Pennsylvania Child Welfare Resource Center in the recruitment of Trainers and development of curriculum. Please return your Individual Training Plan along with your score sheet to the PA Child Welfare Resource Center upon completion. If you choose, make a copy of both forms for your file. Thank you.

<b>Training Priority</b>	<b>Competency Number</b>	<b>Specific Content to be Addressed</b>
<b>Example</b>	309-2	<ul style="list-style-type: none"> <li>- Identify signs and symptoms of FAS</li> <li>- Know appropriate treatment strategies to meet the needs of a child</li> <li>- List appropriate referral sources in the community</li> </ul>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_