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Learning Promotion Tool – Behavioral Indicators

This tool reflects the overall purpose of new child welfare professional training: *To prepare new staff to demonstrate basic proficiency in the key skill domains defined in the Wisconsin Child Welfare Model for Practice.* Each domain listed below comes directly from the Model for Practice that, in turn, informed the design of new professional training program and the specific skills (behavioral indicators) new professionals should begin demonstrating on-the-job.

This tool is best used to record observations and begin a dialogue with new professionals about:

* What they are demonstrating currently
* What steps to take next in their ongoing skill development and how you, as their supervisor or coach, can aid in taking those next steps.

Few (if any) new professionals will be fully proficient in each of the skill domains immediately after initial training.

Culturally Responsible/Trust/Respect

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| **Behavioral Indicator** | **Comments** |
| 1. Asks open-ended, inquiring questions that reveal the meaning of behaviors, feelings, values to engage with culturally diverse families. |  |
| 1. Solicits the family story in a culturally responsive way. |  |
| 1. Identifies the interpersonal identities of members of the family that may represent a psychologically, socially, or economically disenfranchised group. |  |
| 1. Knows the demographics and cultural groups in their service area. |  |
| 1. Asks questions to assess for a child's American Indian heritage. |  |

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| 1. Demonstrates respect for American Indian families and culture. |  |
| 1. Collaborates with tribal partners. |  |
| 1. Uses resources such as the WICWA Online Resource for Caseworkers, Federal Register of Designated Tribal Agents, and DCF ICW website when needed. |  |
| 1. Demonstrates sufficient self-awareness of biases when working with diverse groups and manage those biases. |  |
| 1. Is able to use critical self-reflection when suspected of having bias. |  |

Trauma-Informed Practice

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| **Behavioral Indicator** | **Comments** |
| 1. Recognizes general symptoms of traumatic stress--fight/flight and freeze/shutdown. |  |
| 1. Uses a strategy for mitigating historical, racial, or other sociocultural trauma. |  |
| 1. Demonstrates a trauma sensitive regulation process when responding to distress. |  |
| 1. Demonstrates a strategy for reducing stress/trauma associated with child welfare involvement. |  |

Engagement/Trust/Respect

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| **Behavioral Indicator** | **Comments** |
| 1. Assesses client/family strengths and describes the family by including their strengths. |  |
| 1. Asks families relevant questions and listens to their answers. |  |
| 1. Conducts a family centered assessment that leads to an understanding of individual family culture. |  |
| 1. Identifies reasons why a family may struggle to build a working relationship with child welfare professionals and uses strategies for overcoming these barriers. |  |
| 1. Approaches family members with empathy, respect, genuineness, and a desire to build a working partnership. |  |
| 1. Modifies engagement strategies based on each family’s needs and characteristics. |  |

Family-centered and Accountable Approach to Child Safety

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| **Behavioral Indicator** | **Comments** |
| 1. Uses common CPS terminology accurately, clearly, and transparently when working with families, at cour,t and in documentation. |  |
| 1. Explains the CPS case process and CPS roles to families and provides guidance to families about the process. |  |
| 1. Accesses WI Standards and statutes in making decisions. |  |
| 1. Demonstrates understanding of how the decisions made by Access, IA, and Ongoing influence the experience or outcomes of families in CPS. |  |
| 1. Demonstrates understanding of how various CPS roles play out in their agency, including who has which roles, how information and shared, and how cases are transferred. |  |
| 1. Explains CPS’s authority to a family. |  |
| 1. Demonstrates a strategy for gathering information, including what information to collect, who to collect it from, when to collect it, and the appropriate setting for information gathering. |  |
| 1. Collects information relevant to the areas of assessment and uses this information to make decisions as needed throughout the case process. |  |
| 1. Writes documentation that is clear, objective, accurate, descriptive, relevant, and concise. |  |
| 1. Assesses the sufficiency and relevance of information gathered (i.e., is there enough or do I need more? Is all this information important to the decisions I will need to make?) |  |

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| 1. Documents information gathered, decision-making and reasoning in a way that a potential reader (e.g., supervisor, court party) can clearly understand. |  |
| 1. Defines a household and identifies household members correctly. |  |
| 1. Identifies parents’ cognitive, emotional and/or behavioral Parental Protective Capacities |  |
| 1. Identifies the least intrusive protective action and the information needed to implement it |  |
| 1. Applies the critical thinking model to safety decisions. |  |