Wisconsin Core Competencies
for Family Support Professionals

CHILD ABUSE & NEGLECT
Prevention Board

Core Competencies for Family Support Professionals

Background

In 2004, the Wisconsin Child Abuse and Neglect Prevention Board collaborated with a variety of partners to author the Core Competencies in the Field of Family Support. They embarked upon this project with the following goals:

- Ensure high-quality family support services for families in Wisconsin

- Increase recognition of the professional experience, training, and education that parent educators, home visitors, and other family support professionals bring to their work

- Encourage high standards for quality training for professionals who work with families

Revision of Core Competencies

In 2018, the Prevention Board updated the Core Competencies, renamed the Core Competencies for Family Support Professionals. Research findings and innovations in practice led to new knowledge within the prevention and child development fields. In an effort to integrate this knowledge into the work of family support professionals, the following objectives were added to the original goals:

- Embedding a strengths-based approach toward working with families
- Acknowledging the research on **Adverse Childhood Experiences**[1] and the impact of trauma on child and family functioning
- Incorporating a racial equity perspective
- Integrating the **Protective Factors Framework**[2] as a means of supporting optimal child development, reducing the likelihood of child maltreatment, mitigating risk, and diminishing the probability of trauma

The Protective Factors Framework[3] is an evidence-informed, strengths-based approach to child maltreatment prevention and family well-being promotion. It consists of the following five Protective Factors, identified by the Center for the Study of Social Policy as essential to the health of all families:

---

[1] Felitti VJ, Anda RF, Nordenbert D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. *Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study.* American Journal of Preventive Medicine 1998; 14:245-258.

[2,3] Harper Browne, C. (2014, September). The Strengthening Families Approach and Protective Factors Framework: Branching out and reaching deeper. Washington, DC: Center for the Study of Social Policy. http://www.cssp.org/reform/strengtheningfamilies/2014/The-Strengthening-Families-Approach-and-Protective-Factors-Framework_Branching-Out-and-Reaching-Deeper.pdf

1. <u>Parental Resilience</u>: Managing and growing through challenges that emerge in a family's life and buffering children from toxic stress

2. <u>Social Connections</u>: Reaching out to friends, family members, neighbors, and others in the community who may provide emotional support, give concrete assistance, and help solve problems

3. <u>Concrete Support in Times of Need</u>: Meeting basic economic needs like food, clothing, and housing, and the ability to access adequate services and supports to provide stability when a crisis occurs, such as domestic violence, mental illness, or substance abuse

4. <u>Knowledge of Parenting and Child Development</u>: Receiving accurate information about child development and effective strategies to see their children in a positive light and promote their healthy development

5. <u>Social and Emotional Development of Children</u>: Fostering a child's ability to interact positively with others, self-regulate their behavior, and communicate feelings appropriately

In the 13 years since Core Competencies were originally developed, a great deal of expansion occurred in identifying competencies within a variety of fields, including family support, infant mental health, early childhood education, parent education, family development, home visiting, and youth development. Consequently, the Prevention Board conducted a scan of core competencies from these fields to identify common and unique components and formats. Two models aligned well with our existing Core Competencies and newly identified objectives: The National Parenting Education Network's Parenting Educators Competencies Resource Document and the state of Oregon's Core Knowledge and Skills for Oregon Parenting Educators. These two models influenced both the content and the structure of the current Core Competencies.

The Prevention Board also convened an advisory group of Wisconsin professionals from the field of family support.[4] Advisory group participants represented the areas of home visiting, parent education, early childhood, infant mental health, Community Response Program staff, and family resource centers. The advisory group met regularly over the course of a year to review and offer additions and changes to the Core Competencies at multiple points during the revision process.

---

[4] Organizations represented on the Core Competencies Advisory Group: Child Abuse and Neglect Prevention Board, Children's Hospital of Wisconsin Community Services, Gundersen Health System, Lakeshore Community Action Program, Milwaukee Child Welfare Partnership, Supporting Families Together Association, The Parenting Network, The Parenting Place, and the Wisconsin Alliance for Infant Mental Health.

Audience for Core Competencies

The primary audience for the updated Core Competencies for Family Support Professionals includes two broad categories of family support professionals in Wisconsin: parent educators and family resource providers. Responsibilities of the parent educator focus on building parenting capacities including parenting skills, parent-child interaction, family functioning, and addressing child behavior and development. Parent educators are sometimes known as parent coaches or home visitors. Some of the specialized skills they may utilize include group facilitation skills, recruitment, program marketing, and volunteer management.

Family resource providers focus on connecting families to resources by establishing links and referrals to services. Generally, they interact with families on an individualized basis tailoring services to specific needs and goals. Other titles for family resource workers include family advocate, community response worker, community connector, family service coordinator, and home visitor. Specialized skills of family resource providers include connecting families directly to service providers, maintaining extensive community and interpersonal connections, and empowering families to seek and accept help.

Parent educator and family resource provider responsibilities are not necessarily mutually exclusive. Many family service professionals do work that combines aspects of both. However, the necessary skill sets for these positions do differ somewhat. Some of the Core Competencies in this document are more applicable to one category of job responsibility than another and some are relevant to both. Regardless of job description or level of responsibility, there are some common foundational principles for work with families and children. These principles should guide everyday activity and approaches to interacting with families:

- Understanding and utilizing a strengths-based approach toward families
- Acknowledging the importance of partnering with families, other providers, and community resources to model positive interactions and collaborative relationships for families
- Empowering families by helping them develop the skills and connections to advocate for themselves, and support families in learning to use limited resources most efficiently
- Developing cultural humility and sensitivity to bias, including an understanding of historical trauma, systemic racism, culture of poverty, and epigenetics
- Recognizing and addressing systemic barriers to accessing resources
- Understanding the role of Protective Factors for prevention and for building strong families
- Addressing families with sensitivity to minimize harm and to support healing, utilizing knowledge of Adverse Childhood Experiences and acknowledging the need for trauma-informed approaches

Application of Core Competencies

While it is important for professionals to demonstrate a broad range of expertise, it is widely recognized that no one individual is likely to attain every Core Competency in all content areas. In fact, competencies will have varying relevance and importance depending on the type of position and job responsibilities. Whether direct service provider, supervisor or other type of organizational leader, each professional should focus on the content areas that fit their role. It is also expected that professionals will continue to expand and develop their knowledge and skills over time.

The Core Competencies can help family support professionals to:
- Assess level of knowledge within each of the content areas, including strengths and gaps
- Guide professional development choices and support professionals in advocating for their professional development needs
- Maintain on ongoing record of knowledge and skill development and participation in educational opportunities
- Support résumé development by identifying skills and abilities to highlight

Supervisors and Leadership can use the Core Competencies to:
- Identify professional strengths of employees and areas for professional growth
- Guide professional development planning for employees
- Support development of job descriptions
- Structure performance evaluation
- Serve as a resource for interview questions

Program Level Standards of Quality

The Core Competencies for Family Support Professionals focus on supporting the growth and improvement for the individual employee or supervisor. To address the quality of a program or organization as a whole, the National Family Support Network's Standards of Quality for Family Strengthening and Support is an additional resource. These two resources complement one another to ensure that both the individual worker and the context within which they are working provide the highest quality, most effective services for families.

Structure of Core Competencies

The updated Core Competencies for Family Support Professionals remain divided into Direct Service Provider Core Competencies and Supervisor and Leadership Core Competencies. Direct Service Provider Core Competencies contain eight content areas. The Supervisor and Leadership Core Competencies consist of seven content areas.

Direct Service Provider Core Competencies

The Direct Service Provider Core Competencies describe the expertise needed to be successful in helping parents understand and support their children, improve their parenting skills, and reach their personal and family goals in the eight content areas:

1. Child and Lifespan Development
2. Dynamics of Family Relationships
3. Guidance and Nurturing - Parenting Skills
4. Health and Safety
5. Diversity in Family Systems
6. Relationships Between Family, School, and Community
7. Family Support and Parent Education - Principles, Research, Methods, and Approaches
8. Professional Practice and Self-Care

Supervisor and Leadership Core Competencies

Supervisors and leadership need to be well versed in the Core Competencies for direct service providers for their own professional growth and to support their supervisory work with others. However, there are seven additional content areas which describe the knowledge, skills, and attitudes essential to the role of supervisor of other family support professionals and other leadership roles within a family resource and support program.

1. Best Practices in the Field of Family Support
2. Program Planning, Monitoring, and Evaluation
3. Marketing and Outreach
4. Fund Development and Budget Management
5. Personnel and Staff Development and Supervision
6. Community Advocacy and Collaboration
7. Public Policy Advocacy and Involvement

Each content area of the Core Competencies is further divided into the categories of knowledge, skills, and attitudes. The knowledge section outlines the areas of learning and types of information within each content area that are important for understanding child development, for caregivers' parenting proficiency and for service providers to better understand the families they serve. The skills section of each content area focuses on how service providers utilize, apply and share the information from the knowledge section most effectively. The attitudes section acknowledges the impact of a professional's core beliefs and motivation on how they approach each content area. The foundational beliefs and attitudes of an individual employee need to be a good fit with the mission and approach of the organization and the needs of the families it serves.

How to Use the Core Competencies for Family Support Professionals to Support Professional Growth

In order to most effectively utilize this resource to guide your professional growth, you will need to familiarize yourself with the Core Competencies. Select an interval of time and commit to reviewing the Core Competencies, assessing your progress and identifying emerging needs and interests.   You can plan to reassess your overall progress quarterly, twice a year or even annually as long as you follow through in a way that is helpful to you. In between, be sure to maintain and ongoing record of learning opportunities in which you have participated. There are tools below that are designed to help you to review the Core Competencies, suggest professional development opportunities that highlight different aspects of that competency, reflect and assess your own progress and maintain a record of what you have done. Supervisors and leadership should model the same process for their own professional growth as well as utilizing the core competencies and related tools to guide their staff.

Supplemental Resources

The supplemental resources listed below are designed to be used in tandem with the Core Competencies and to support the user in determining skill level and creating a personal record that can be maintained over time and across the development of one's career. The tools are tailored for direct service staff and for supervisors and leadership. The **Staff Self-Reflection Checklists** are tools to assist the individual professional in assessing their knowledge and skills to identify their strengths and professional development needs. The **Employee Strengths and Needs Checklists** are designed to assist supervisors in assessing their employees knowledge and skills, which enables them to better communicate a staff member's areas of strength during supervision and to suggest professional development needs and opportunities that would benefit the staff member. The **Direct Service Provider and Supervisor and Leadership Tip Sheets** consist of the Core Competencies content areas and corresponding professional development trainings and resources for each content area. They also contain a crosswalk of training by content area and an individual professional development tracking tool.

Wisconsin Core Competencies Direct Service Staff Self-Reflection Checklist
Wisconsin Core Competencies Direct Service Employee Strengths and Needs Checklist
Wisconsin Core Competencies Direct Service Staff Tip Sheet

Wisconsin Core Competencies Supervisor and Leadership Self-Reflection Checklist
Wisconsin Core Competencies Supervisor and Leadership Employee Strengths and Needs Checklist
Wisconsin Core Competencies Supervisor and Leadership Tip Sheet

Content Area 1: Child and Lifespan Development

Knowledge	
CORE COMPETENCIES	**SUB-COMPETENCIES**
1.1 THEORIES OF HUMAN GROWTH AND DEVELOPMENT AND THEIR APPLICATIONS	• Attachment theories and early relational health
	• Social learning theory: learning through observation, imitation and self-motivation
	• Behavioral theories: learning through positive and negative reinforcement
	• Hierarchy of needs theory: for motivation to arise at the next level of need, an individual must satisfy each prior stage Basic needs must be satisfied before, and individual can attend to higher level needs.
	• Bio-ecological theories: the influence of relationships and environmental contexts on child and family
	• Psychodynamic theories: events in childhood influence unconscious patterns of behavior and personality in adulthood
	• Constructivist theories: learning is built upon prior knowledge by incorporating new information into preexisting understanding
	• Racial and minority identity development theories
	• Cognitive learning theories: learning through self-reflection, questioning, trial and error and how positive feelings and self-confidence impact learning.
1.2 DEVELOPMENTAL RANGES, STAGES & MILESTONES OF PRENATAL, INFANT, TODDLER, MIDDLE CHILDHOOD, ADOLESCENT & YOUNG ADULTHOOD	• Developmental milestones
	• Developmentally appropriate challenging behaviors
	• Tasks and sensitive periods
	• Learning styles
	• Physical development and health
	o Diet and physical activity needs
	o Energy and activity levels
	o Sleep needs
	o Normative crying patterns
	o Infant, toddler and adolescent brain development
	o Breastfeeding and/or formula feeding

Content Area 1: Child and Lifespan Development

Knowledge cont.	
CORE COMPETENCIES	**SUB-COMPETENCIES**
1.2 CONT. DEVELOPMENTAL RANGES, STAGES & MILESTONES OF PRENATAL, INFANT, TODDLER, MIDDLE CHILDHOOD, ADOLESCENT & YOUNG ADULTHOOD	• Social and emotional development and health
	o Nurture and attachment
	o Infant mental health
	o Temperament
	o Cultural identity development and pride
	o "Goodness of Fit" and the bi-directional nature of parent and child temperament
	o The Pyramid Model
	• Cognitive development
	o Emergent literacy
	o Importance of play
	o Orientation to schooling
	• Impact of stress on development
	o Different types of stress and their impact across development
	o Relationship between Adverse Childhood Experiences, toxic stress, trauma and brain development
	o Impact on cognition and executive function and the unique impact at various developmental periods
	o Impacts on social and emotional development
	o Role and function of resilience

Content Area 1: Child and Lifespan Development

1.3 IMPACT OF DEVELOPMENT THROUGHOUT LIFESPAN AND HOW IT IMPACTS PARENTING	• Principles of adolescent and adult development
	• How development and experience affect parenting
	o Impact of parental attachment and parenting history
	o Impact of Adverse Childhood Experiences and trauma history
	o Different types of stress
	o Understanding epigenetics
	o Influence of bi-directional parent and child relationship
	o Adolescent parents
	• Influences on human growth and development
1.4 IMPACT OF MEDIA & TECHNOLOGY	• Appropriate types of devices and amounts of screen time based on age and stage
	• Appropriate content

Skills	
	• Ability to engage parents in supporting children's attachment, development, and learning
	• Engage and interact with children in developmentally appropriate ways
	• Ability to identify children's and parents' strengths
	• Demonstrate sensitivity to children's and parents' needs
	• Cultivate self-awareness and understanding of bias
	• Display cultural and linguistic responsiveness in relationships

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 1: Child and Lifespan Development

Attitude	
	• Believe that all children and parents have strengths and ability to learn
	• Positive orientation toward and enjoyment of interaction with children and families
	• Appreciate and value differences within family dynamics
	• Respect and support current relationships between children and parents as the starting point for family development
	• Value creating positive, goal-oriented relationships with parents
	• Commit to all children, parents, and families reaching their potential and to the promotion of healthy parent-child and family relationships
	• Acknowledge and examine personal bias

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 2: Dynamics of Family Relationships

Knowledge	
CORE COMPETENCIES	*SUB-COMPETENCIES*
2.1 FAMILY INTERACTION	• Family systems theories: understanding families as a unit where members influence one another's behavior
	• Gender, gender identity, and sexuality theories: understanding and influence of gender and sexuality on individuals, relationships, families and social context
	• Role of Protective Factors in building family strength and resilience
	• Stress and coping theories: the balance or imbalance between stress placed on an individual and their ability to cope
	• Appropriate and effective communication
	• Understanding the impact of technology and media on family interaction
	• Significance of and research related to family meals
2.2 FAMILY RELATIONSHIPS	• Couple relationships
	○ Principles of healthy couple relationships
	○ Impact of parental relationships on child development, including pre-marital, marital, co-parenting, stepparent
	○ Domestic violence
	○ Impact of unhealthy couple relationships and domestic violence on children
	• Parent-child relationships
	○ Roles of mothers, fathers and other significant caregivers in healthy child development
	• Understanding the influence and cultural norms of intergenerational relationships

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 2: Dynamics of Family Relationships

2.3 FAMILY COMPOSITION	• Family structure
	• Single parenting
	• Number of children
	• Sibling relationships
	• Birth order

2.4 DEVELOPMENTAL STAGES OF PARENTING AND FAMILY DYNAMICS	• Family development theories/family life stages
	• Typical growth and development of family members
	• Family disruption and unexpected changes
	• Impact of intergenerational relationships on parenting and the family system

2.5 FAMILY STRESS, TRAUMA, AND RESILIENCE	• Common internal and contextual sources of family stress
	• Parental resilience and buffering children from toxic stress
	• Significance of parental self-care
	• Role of Protective Factors in buffering family stress, preventing trauma, and promoting family resilience
	• Understanding the distinction between stress and trauma
	• Understanding the impact of trauma on families

2.6 FAMILY CULTURE, RACE, ETHNICITY AND IDENTITY	• Family routines
	• Family traditions
	• Quality family time and interactions
	• Children's extracurricular activities
	• Impact of religion, language, culture, ethnicity, race and immigration on families

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 2: Dynamics of Family Relationships

Skills	
	• Interact effectively with a variety of personality types, temperaments, and individual differences of both adults and children
	• Model appropriate effective communication strategies with and for families
	• Teach and support healthy parent-child interactions
	• Help parents identify needs and strategies to build resilience and practice self-care
	• Identify and support families in addressing stressors that negatively impact family interaction
	• Utilize the Protective Factors Framework to assist all families in assessing their family system and identifying areas of focus for positive family development
	• Recognize signs of individual and family trauma
	• Incorporate trauma informed practice when engaging and responding to families who may have experienced various forms of trauma
	• Demonstrate culturally and linguistically responsive interactions with families

Attitude	
	• Appreciate differences in family composition and family dynamics
	• Value self-awareness and seek understanding of personal bias
	• Believe that all families have strengths
	• Respect and support the existing relationships between children and families as the starting point for family development
	• Believe that all families experience stress
	• Believe that any parent, child, or family, regardless of status or composition, may have experienced trauma

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 3: Guidance and Nurturing – Parenting Skills

Knowledge	
CORE COMPETENCIES	**SUB-COMPETENCIES**
3.1 PARENTING STYLE, STRATEGY, AND PRACTICE	• Parenting styles and their impacts on children
	• Immediate and long-term effectiveness of various parenting approaches and practices
	• Knowledge of contemporary or colloquial trends in parenting practice
	• The critical role of parents in supporting children's learning
	o Scaffolding of children's learning
	o Encouraging and supporting positive dispositions toward learning
	o Understanding learning styles, knowledge of interests, strengths, weaknesses, motivators, work habits
	o Moral development
	• Influence of culture, race and ethnicity
	• Influence of family history and childhood experience on parenting practice
3.2 NURTURING	• Understanding attachment
	• Impact and importance of parental nurturing and supervision for infant mental health and the social and emotional development of children of all ages
	• Parent-child attunement (serve and return)
	• Effective and appropriate ways parents' express warmth, love, and affection for their children within their cultural, racial and ethnic context
	• Importance of parental understanding of child's unique characteristics

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 3: Guidance and Nurturing – Parenting Skills

Knowledge cont.	
3.2 CONT. NURTURING	• Significance of and strategies for making reparations and healing relationships
	• Impact of parental expectations, including age appropriate and culturally appropriate ways of communicating expectations
	• Understanding the need for parents to buffer their children from toxic stress
3.3 GUIDANCE	• Understanding the difference between discipline and punishment
	• Understanding a wide variety of guidance techniques and approaches
	o Responsiveness
	o Limit setting
	o Goal setting
	o Role modeling
	o Structuring an environment
	o Dealing with anger and other emotions
	o Behavioral reinforcement
	• Characteristics of healthy and unhealthy discipline/punishment and their connection to the promotion of learning and self-regulation of behavior
	• Impacts of corporal punishment on child health and long-term development and its relationship to child maltreatment
	• Emotional literacy and regulation
	• Understanding bi-directional nature of parent and child emotions
	• Impact of parents' behavior and modeling on child behavior and character development
	• Role of appropriate parental supervision
3.4 ADVOCACY	• Understanding the importance of parents advocating for their children and family
	• Advocacy skills and techniques for parents

Content Area 3: Guidance and Nurturing – Parenting Skills

Skills

	• Identify healthy and unhealthy attachment
	• Teach and model strategies to help parents strengthen healthy attachment
	• Identify healthy and unhealthy parenting styles and behavior
	• Teach and model best practice in parenting skills and behaviors, including warm, nurturing, and caring behaviors
	• Communicate appropriate developmental expectations to parents
	• Teach emotional regulation skills both for parents and for children
	• Model guidance techniques for parents
	• Facilitate intentional parenting skills
	• Match parent programs to parents' needs
	• Partner with parents and scaffold parents' learning
	• Help parents build parental resilience
	• Help parents identify self-care strategies to reduce stress

Attitude

	• Believe that there are a wide variety of healthy ways to parent
	• Accept cultural and personal variance in effective and appropriate ways to express warmth, love, and affection
	• Believe in universal need for parenting knowledge and support
	• Believe in intrinsic motivation for parenting
	• Believe that parents have the power to make the best decisions for their family
	• Respect the rights and responsibilities of parents to make decisions about family values and parenting practices
	• View critical thinking as an essential requirement for parent education
	• Understand that all parents need strategies beyond those learned from their own parents

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 4: Health and Safety

Knowledge	
CORE COMPETENCIES	**SUB-COMPETENCIES**
4.1 ESSENTIAL COMPONENTS OF SAFE AND HEALTHY PHYSICAL ENVIRONMENTS	• Types and sources of concrete supports necessary to meet family needs
	• Connections to physical health care providers
	• Strategies and techniques to increase safety of home, vehicle, and outdoor spaces (e.g. car seat, safe sleep, child proofing, gun safety, water safety, helmets)
	• Components of safe physical environment for all ages and stages
	• State and federal laws pertaining to the safety of children
	• Appropriate supervision based on culture and developmental stage
	• Ways of teaching children to keep themselves physically safe
	• Standards and selection of safe and healthy childcare
4.2 ESSENTIAL COMPONENTS OF SAFE AND HEALTHY EMOTIONAL ENVIRONMENTS	• Components of safe emotional environment for all ages and developmental stages
	• Connections to mental and behavioral health care providers
	• Impact of harsh discipline, domestic violence, shaming, or inappropriate, denigrating, threatening language on the emotional health and safety of children
	• Understanding of normative social development and social interaction between children
	• Appropriate supervision based on culture and developmental stage
	• Characteristics of bullying and bullying prevention
	• Ways of teaching children to keep themselves emotionally safe
	• Parental buffering of children to prevent or mitigate toxic stress
	• Selection of developmentally supportive, nurturing, and responsive childcare providers
	• Understanding risks and impacts of depression on parents, children and other family members
4.3 CHILD ABUSE AND NEGLECT	• Types of child maltreatment, characteristics, and recognition
	• Knowledge of state statutes, mandated reporter laws/requirements, and procedures for reporting child abuse and neglect

Content Area 4: Health and Safety

Knowledge cont.	
4.3 CONT. CHILD ABUSE AND NEGLECT	• Warning signs of child maltreatment
	• Abusive head trauma
	o Relationship between normative crying and abusive head trauma
	o Relationship between sentinel injuries and child maltreatment
	o Ability to identify sentinel injuries
	• Sexual abuse prevention
	o Grooming behaviors and signs
	o Understanding and sharing prevention information with parents
	o Age-appropriate ways to teach children sexual abuse prevention
	• Characteristics and needs of parents, children, and families at risk for abuse and/or neglect
	• Impact of family planning (birth spacing) on child abuse and neglect prevention and family functioning
4.4 HEALTH NEEDS	• Healthy diet, nutrition, breastfeeding, and physical activity needs for children and parents
	• Sleep needs
	• Sleep safety
	• The role of preventative physical and mental health care
	• Impacts of abuse, neglect, and family violence on family members
	• Understanding of Adverse Childhood Experiences
	• Impact of Adverse Childhood Experiences on parenting
	• Signs of domestic violence
	• Signs of alcohol and drug abuse, both prescription and illicit, and other compulsive behaviors

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 4: Health and Safety

Knowledge cont.	
4.4. CONT. HEALTH NEEDS	• Impacts of alcohol and drug abuse and other compulsive behaviors on parents, children, and families
	• Signs and symptoms of mental illness in family members (including children)
	• Prochaska's Stages of Change theory
4.5 HEALTH AND COMMUNITY	• Social Determinants of Health and their impact on individuals and families
	• Health equity
	• The role of primary prevention of child maltreatment

Skills	
	• Support and assist families in identifying and securing concrete supports
	• Build awareness of resources, prerequisites for service, and the referral process
	• Identify signs of domestic violence and community resources for victims
	• Identify all forms of child maltreatment
	• Possess skills for talking to families about health and safety issues
	• Understand and identify the impacts of various types of family violence on different family members
	• Identify and promote formal and informal professional connections that help families obtain concrete supports
	• Facilitate family help seeking
	• Maintain networks of physical, mental, and behavioral health care providers
	• Connect families to services, support help seeking behavior, and understand barriers to access
	• Identify signs of depression and mental illness
	• Recognize and address systemic barriers

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 4: Health and Safety

Attitude	
	• Believe that any parent, child, or family, regardless of status or composition, may have experienced or be a source of child maltreatment
	• Believe that help seeking behavior is a strength and not a weakness
	• Acknowledge systemic barriers to family well-being

Content Area 5: Diversity in Family Systems

Knowledge	
CORE COMPETENCIES	SUB-COMPETENCIES
5.1 SPECIFIC NEEDS AND CHARACTERISTICS OF DIVERSE FAMILY SYSTEMS	• Factors that contribute to the diversity and complexity of family systems
	o Cultural, racial, ethnic, religious, and linguistic background
	o Age, gender, sexual orientation, and marital status of parents
	o Foster care, adoption, and relative caregiving
	o Blended families and step-parenthood
	o Socioeconomic status
	o Physical, emotional, or developmental disabilities of children or parents
	o Geographic isolation
	o Homeless or transient families
	o Migrant, immigrant, or refugee families
	o Families impacted by addiction or incarceration
	o Periods of family disruption or transition
5.2 CULTURALLY, ETHNICALLY, AND RACIALLY RESPONSIVE SERVICES	• Understanding impact of culture, socioeconomic status, community context, and language on child-rearing practices and relationships in the home
	• Characteristics of services and service delivery that are respectful of and relevant to the beliefs, family history and experiences, values, practices, cultural, and linguistic needs of individual families and groups
5.3 EFFECTS OF RACISM AND DISCRIMINATION ON FAMILIES AND CHILD REARING	• Understanding of multi-generational impact of family functioning and signs of historical trauma
	• Awareness of ethnic-racial socialization practices
	o Social Ecology of Racism and Anti-racism
	• Awareness of systemic and racial barriers to achievement and economic well-being

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 5: Diversity in Family Systems

Skills	
	• Develop and implement culturally responsive strategies to engage and strengthen families
	• Support families in identifying their own needs and positive, culturally appropriate strategies
	• Teach and support families in building internal family traditions, customs and culture
	• Promote equity and address barriers that impact family access to and comfort with services and education, such as conscious and unconscious bias, economic status, educational level, stereotyping, and racism
	• Practice self-reflection and examination to discover personal views or emotional triggers which have the potential to impede relationships and effective work with families
	• Foster inclusion

Attitude	
	• Respect and appreciate diversity in families
	• Strive for non-judgmental approach to working with families, especially those whose background or current circumstances are different from one's own
	• Believe that *all* families can benefit from and should have access to parenting education and skill building opportunities
	• Acknowledge systemic barriers to family well-being

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 6: Relationships between Family, School, and Community

Knowledge	
CORE COMPETENCIES	*SUB-COMPETENCIES*
6.1 COMMUNITY AND SOCIETAL CONTEXTS OF FAMILY	• The roles of the community in nurturing, supporting, and protecting families
	• How communities can strengthen family Protective Factors
6.2 INTERACTION BETWEEN FAMILY & COMMUNITY	• Understanding human interaction in the context of various environmental systems and their influence on development, including social-ecological systems theories and social justice theories
6.3 COMMUNITY AND SOCIETAL INFLUENCE ON FAMILIES	• Impact of community influences on family functioning
	• Knowledge of local, state, and federal laws and policies impacting families, including eligibility, requirements, criteria, and barriers
	• Influence of discriminatory practices and the unequal application of laws
	• Distribution of social capital
	• Sources of environmental, community, or societal trauma
6.4 PARENT AND FAMILY INFLUENCE ON COMMUNITY AND SCHOOL	• Effects of families' spiritual and cultural affiliations on the wider community
	• Impact of parent or family trauma on social, community, and institutional interaction
	• Importance of parental involvement in community and school for building Protective Factors
	• Critical role of parents as primary teachers
	• Value of parent and family involvement in learning
	• Sources of resources and referral related to early intervention and special education services
	• Family practices that support early learning and preparation for school

Content Area 6: Relationships between Family, School, and Community

Skills	
	• Advocate within the community on behalf of children and families
	• Connect families to resources
	o Networking skills
	o Knowledge of community resources
	o Connections within community
	• Build collaborative community partnership and continuum of care for family support services and parent education initiatives
	• Help families identify and access community resources
	o Implement the "warm handoff"
	o Identify and address barriers
	o Normalize family help seeking
	o Support parents in advocating for themselves and their children
	• Help families build social connections
	• Help families understand the importance of quality childcare and find resources to obtain quality providers
	• Support parents in preparing children for school through at-home early learning activities that promote academic success
	• Encourage and support parents to be active members of community and school through participation, volunteerism, and advocacy

Attitude	
	• Appreciate the value and importance of parents' and children's active participation in community and school and the barriers to active participation
	• Value the importance of schools, family service organizations, childcare, faith-based institutions, healthcare providers, and community in strengthening Protective Factors for children and families
	• Value connection with service providers and community resources to provide the best support for families
	• Believe in the collective roles of families, childcare providers, schools, and communities in educating children

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 7: Family Support and Parenting Education: Principles, Research, Methods, and Approaches

Knowledge	
CORE COMPETENCIES	*SUB-COMPETENCIES*
7.1 PRINCIPLES FOR PRACTICE	• Strengths-based, family partnership approach to family support work
	• Protective Factors Framework and how Protective Factors strengthen families
	• Conflict resolution strategies
7.2 IDENTIFYING AND UNDERSTANDING PROGRAMMING APPROACHES AND RESEARCH	• Distinctions between prevention, early intervention, and treatment approaches
	• Level of research evidence for effectiveness of parent education and family support programming and approaches
	• Understanding the distinction between a program model and a curriculum
	• Identifying and matching of program characteristics and participant needs
	• Program or practice fidelity
	• Use of evaluation to demonstrate outcomes and assess effectiveness of programming and approaches
	• Awareness of common, effective evaluation methods, strategies, and tools in the field of parent education and family support
	• Awareness of new research, information, approaches, and programming related to child development, parenting, parent education, family functioning, health and safety, family diversity, and professional practice
7.3 METHODS OF IMPLEMENTATION	• Effective and creative methods for outreach and retention of program participants
	• Appropriate use of technology to facilitate services
	• Principles of adult learning and teaching methods
	• Group facilitation strategies
	• Strategies for fostering interaction and inclusion
	• Communication and listening strategies
	• Educational methodologies and facilitation strategies, including large and small group, role play, transitions, modeling, and group discussion and management

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 7: Family Support and Parenting Education: Principles, Research, Methods, and Approaches

Skills	
	• Utilize a strengths-based family empowerment approach to family support work
	• Incorporate the Protective Factors Framework into work with families
	• Increase family understanding of Protective Factors Framework and support families in strengthening their Protective Factors
	• Integrate current research into professional practice
	• Assess the needs of the parents, child, and family and match to appropriate level of prevention, early intervention, or treatment as well as appropriate programming or approach
	• Promotion and marketing of programming and initiatives
	• Meet the learning needs of a variety of learning styles and ages of learners.
	• Possess group process and facilitation skills
	• Utilize verbal and non-verbal communication and listening skills for effective facilitation and relationship building
	• Tailor content to audience and to individual learners
	• Utilize a variety of educational methodologies and facilitation strategies
	• Build trusting relationships with families
	• Engage families to build leadership capacity
	• Adapt programming to respond to interests, culture, language needs, special needs, or challenges of participants
	• Skills for conflict resolution among participants
	• Ability to foster interaction and inclusion

Content Area 7: Family Support and Parenting Education: Principles, Research, Methods, and Approaches

Attitude	
	• Positive view of parent education and support
	• Commitment to high quality programming
	• Commitment to attendance and completion of programming
	• Persistence in recruiting and maintaining connection with families
	• Sensitivity to needs and feelings of families
	• Preference for interactive involvement of parents or families in programming
	• Support family driven goal setting, enrichment, and experiences for child development

Content Area 8: Professional Practice and Self-care

Knowledge	
CORE COMPETENCIES	*SUB-COMPETENCIES*
8.1 PROFESSIONAL PRACTICE	• Professional boundaries and limitations
	o Appropriate use of technology
	o Confidentiality
	• Professional ethics and legal issues
	• Awareness of limits and scope of professional practice
	o Process of referral of parents to other professionals and for other services
8.2 PROFESSIONAL DEVELOPMENT	• Current issues and trends in the field
	• Participate in professional organizations and advocacy groups
8.3 SELF-CARE	• Principles of reflective practice
	• Understanding the parallel process
	• Understanding secondary/vicarious trauma
	• Knowledge of strategies and resources for physical, mental, and behavioral health needs
	• Stress management
	• Planning for personal safety on the job

CHILD ABUSE & NEGLECT
Prevention Board

Content Area 8: Professional Practice and Self-care

Skills	
	• Use supervisor interaction and peer support to assist in professional role and self-care
	• Advocate for one's own self-care needs
	• Manage the parallel process
	• Maintain professional boundaries while remaining responsive to parents and families
	• Identify need for referral of parents to other professionals and for other services

	• Interpersonal communication
	    o Conflict resolution within the workplace
	    o Mediation skills

	• Know when and how to ask for help
	• Able to self-assess and reflect upon one's own work
	• Interact sensitively and appropriately with parents

Attitude	
	• Value professional development
	• Value the opportunity to interact and learn from clients, colleagues, mentors, and supervisors
	• Awareness of how one's own background and values impact practice, including acknowledgement
	• Willingness to attend to one's own self-care needs

Supervisor and Leadership Content Area 1: Best Practices in the Field of Family Support

Knowledge	
SL1.1 KNOWLEDGE OF THE FIELD	• Knowledge of the Core Competencies for Family Support Professionals content areas in addition to supervisory content areas
	• Familiarity with the continuum of family support services and best practices in the field
	• Implementation of program and agency assessment tools to ensure best practice and continuous quality improvement
	• Knowledge of Public Health Framework for prevention services
SL1.2 KNOWLEDGE OF PROGRAM SELECTION PROCESS	• Level of research evidence for effectiveness of parent education and family support programming and approaches
	• Understanding the distinction between a program model and a curriculum
	• Criteria and process for selecting a program that best fits the needs of the agency, parents, or community
	• Knowledge of program development process
	• Integration of needs assessment into the initial and continual design of programs
	• Key assessment and evaluation tools in the field
	• Knowledge of advances in the field, including programs, curricula, and trends in family support

Skills	
	• Apply Protective Factors in structuring work and relationships with families
	• Apply strengths-based approaches to work with families as well as to management of family support services and staff
	• Incorporate strengths-based practice and the Protective Factors Framework into workplace structure and policies

Attitude	
	• Enthusiasm for the field of family support and belief in the benefits for families

CHILD ABUSE & NEGLECT
Prevention Board

Supervisor and Leadership Content Area 2: Program Planning, Monitoring, and Evaluation

Knowledge	
SL2.1 Planning	• Strategic planning
	• Sustainability planning and implementation
	• Succession planning
	• Creating work plans
	• Understanding and utilizing program theory, logic models, and theories of change relevant to family support
SL2.2 Evaluation	• Types of evaluation in the family support field
	• Key assessment and evaluation tools in the field of parenting education and family support
	• How to conduct an effective evaluation
SL2.3 Monitoring and Dissemination	• Use of databases (and information management systems, where relevant) to track program participation and record outcome measurements
	• Data analysis
	• Use of evaluation results for data-based decision making
	• Effective dissemination of evaluation results to multiple types of stakeholders

Skills	
	• Ensure the level of programming accurately addresses program participants' level of need

Attitude	
	• Ethical responsibility to ensure the likelihood of programming effectiveness
	○ The best approach for the needs of the audience
	○ Sufficient intensity and dosage to reasonably meet the needs of participants

CHILD ABUSE & NEGLECT
Prevention Board

Supervisor and Leadership Content Area 3: Marketing and Outreach

Knowledge	
SL3.1 MARKETING	• Effective marketing and outreach techniques to reach the intended audience
SL3.2 OUTREACH	• Effective methods to attract, engage, and sustain diverse parents and families in programming
	• Tools and techniques for reaching out to underserved groups in the population
	• Strategies for partnering with other agencies and community groups to reach more families
SL3.3 COMMUNICATION	• Knowledge of and ability to communicate organizational impact and value
	• Effective methods to communicate the value of the organizational efforts to a range of stakeholders
	• Seek to promote and normalize the value and need for parenting support for all families

Skills	
	• Ensure the level of programming accurately addresses program participants' level of need
	• Ensure that a consistent marketing strategy is used by all representatives of the organization or program
	• Ensure that a consistent outreach strategy is utilized within the organization or programming where barriers to program participation are addressed

Attitude	
	• Commitment to enhance the perception and professionalization of the field of parent education and family support
	• Commitment to invest in efforts to reach underserved or isolated audiences
	• Conviction that the need for parenting support is universal, that all families deserve help and that the courage to ask for help is a strength

Supervisor and Leadership Content Area 4: Fund Development and Budget Management

Knowledge	
SL4.1 FUND DEVELOPMENT	• Knowledge of potential and typical funders for family support programs
	• Mission driven fund development
	• Knowledge of grant components, effective writing skills, and reporting back to funders
	• Awareness of potential opportunities to collaborate with other programs to maximize resources
	• Monitoring of changes in public policy that may affect state funding levels or create new opportunities
	• Understanding requirements and restrictions from each funding source and understand how to blend or leverage funding
	• Long range planning to position agency or program to take advantage of future funding opportunities, including communicating value to outside funders
SL4.2 BUDGET MANAGEMENT	• Planning for sustainability and diversity of funding sources
	• Knowledge of basic accounting principles and techniques
	• Budgeting processes, projections, and monitoring for programs and services and individual staff professional development plans
	• Knowledge of software for budget management
SL 4.3 RISK MANAGEMENT	• Knowledge of fiscal oversight, legal compliance, fraud protection, data security/privacy, and governance across agency operations

Skills	
	• Grant writing
	• Develop and maintain relationships with donors, funders, and other stakeholders, including development of board members as donors, leveraging partnerships, public/private partnerships

CHILD ABUSE & NEGLECT
Prevention Board

Supervisor and Leadership Content Area 4: Fund Development and Budget Management

Attitude	
	• Ensure funder requirements and objectives for funding align with organizational mission and vision
	• Commitment to ethical use of funds
	• Commitment to highest possible level of compensation, benefits and supports

Supervisor and Leadership Content Area 5: Personnel and Staff Development and Supervision

Knowledge	
SL5.1 PERSONNEL HIRING	• Development and maintenance of position descriptions
	• Development of uniform hiring processes and policies
	o Recruitment, candidate assessment, and staff selection
	o Protocol for screening and hiring volunteers
	o Background check, security process
	• Benefits, policies, and relevant state and national labor laws
SL5.2 STAFF SUPERVISION	• Understanding supervisory roles (reflective/supportive, administrative, educational)
	o Develop individual professional development plan for each staff member
	o Conflict resolution
	o Listening and communicating skills
	o Group facilitation
	o Staff coaching
	• Understanding ongoing use of reflective supervision for staff and supervisors
	• How to address staff physical and mental health and safety
	• Understanding and supporting self-care for staff and supervisor
	• Managing parallel process
	• Evaluative processes
	• Assessment, supervision, and evaluation to ensure workers' competencies and effectiveness
	• Knowledge of appropriate internal and external sources of staff support
	• How to establish mentorships or reflective practice groups
	• Identify mental health consultants
	• Understand ethics and boundaries; supervisor/employee relationship
	• Implement best practice for policies for sexual abuse prevention within organizations
	• Understand and implement Core Competencies for Family Serving Professionals
	• Understand and utilize performance practices, including hiring, termination and evaluation

CHILD ABUSE & NEGLECT
Prevention Board

Supervisor and Leadership Content Area 5: Personnel and Staff Development and Supervision

Skills	
	• Motivate staff
	• Build trusting relationships with staff
	• Manage other's needs
	• Guide staff to appropriate internal and external sources of staff support
	• Ability to delegate and share responsibilities
	• Effectively utilize Core Competencies for Family Serving Professionals
	• Ability to identify staff professional development and growth needs
	• Create and follow policies for risk management, volunteer management and employee well-being
	• Supervisor skills to manage staff performance issues

Attitude	
	• Positive, respectful orientation toward staff, their value to the organization, and the importance of the work that they do
	• Willingness to take on leadership role
	• Willingness to advocate for staff
	• Willingness to delegate and share responsibilities
	• Willingness to identify staff professional development and growth needs

CHILD ABUSE & NEGLECT
Prevention Board

Supervisor and Leadership Content Area 6: Community Advocacy and Collaboration

Knowledge	
SL6.1 COLLABORATION	• Understanding different strategies and levels of collaboration
	• Strategies for collaborating with families
	• Strategies for collaboration between various agencies serving different needs of the same families
	• Strategies for involving school and agency administrators, business leaders, and community groups in family support and parenting education initiatives
	• Using partnerships to develop services in response to unmet needs and reduce unnecessary duplication of services
	• Understand organizational role within continuum of community services for families
	• Board development and engagement
SL6.2 ADVOCACY	• Principles of advocacy and community engagement
	o Understanding difference between advocacy and lobbying
	o Understanding the parameters of advocacy
	o Using evaluation results to advocate for programming or agency needs

Skills	
	• Promote awareness of issues that affect families' well-being
	• Develop and maintain relationships with donoIrs, funders, and other stakeholders, including development of board members as donors, leveraging partnerships, public/private

Attitude	
	• Willingness to champion the needs of families served by the organization within the community

Supervisor and Leadership Content Area 7: Public Policy, Advocacy, and Involvement

Knowledge	
SL7.1 PUBLIC POLICY, ADVOCACY, AND INVOLVEMENT	• Awareness of public policy initiatives that may affect children and families at the local, regional, state, and national levels
	• Knowledge of key decision-makers and where they stand on issues relevant to children and families
	• Participation in the public policy process

Skills	
	• Apply strategies for educating public officials and policymakers about the needs and concerns of children and families

Attitude	
	• Commitment to implementing policies, regulations, and laws that support children and families

CHILD ABUSE & NEGLECT
Prevention Board