

Resource Parent Competencies

NC's Foster Parent Assessment and Training Work Group

Pre-Service <i>Before licensing</i>	Foundation <i>During first 2-year licensing period</i>	3 Years & Beyond <i>For unique populations or caregiving role and for experienced caregivers</i>
Outcome 1 SAFETY		
<i>1a. Children are protected from abuse and neglect.</i>		
1. Understands why physical discipline is detrimental to children. 2. Understands the importance of children feeling emotionally and physically safe. 3. Understands the connection between children's background and their behavior. 4. Understands basics of child maltreatment. 5. Understands the different levels of supervision children might need. 6. Knows the hazards in the community which place children at risk and how to minimize children's exposure to such risks.	33. Able to maintain physical and psychological safety of children who have experienced trauma. 34. Able to appropriately supervise and monitor children. 35. Understands the potential effect of abuse and neglect on all developmental domains. 36. Able to set appropriate expectations, rules, roles, and boundaries in the home.* 37. Able to arrange the family living environment to promote safety. 38. Able to ensure that each family member is aware of and knows how to respond to emergencies. 39. Able to manage own feelings and perspective in response to children's behaviors.	99. Able to identify and support protective factors in birth families. 100. Able to protect people and pets in the household when children behave destructively.* 101. Able to calm children who are exhibiting out of control or destructive behavior using appropriate techniques.* 102. Able to develop a plan and specific strategies with other team members to prevent or intervene in out of control or destructive behavior.*
Outcome 2: PERMANENCY		
<i>2a. Children have permanency and stability in their living situations.</i>		
7. Able to help children adjust to caregiver's home. 8. Understands the differences between fostering and adoptive parenting. 9. Understands the potential impact of adding new children to their family. 10. Understands types of children that their family is and is not prepared to provide care for.	40. Understands the importance of permanency for all children. 41. Understands the potentially traumatic outcomes of separation, placement changes, and inconsistent living environments for children and their families. 42. Able to use family routines and rituals to provide a sense of continuity and stability. 43. Knows strategies to prevent placement disruption. 44. Able to assist in planning with child and other team members for healthy transitions. 45. Knows how to help all family members prepare for and adjust to new arrivals and departures. 46. Able to provide support for children after placement ends. 47. Able to determine if adoption is an option for their family. 48. Able to help children prepare for adoption and cope with adoption-related stress.	

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2b. Children have continuity of family relationships and connections.		
11. Understands the importance of maintaining a child's family and emotional ties. 12. Understands the importance of recognizing the cultural, social, and economic similarities and differences between a child's primary/birth family and resource family. 13. Understands how one's own culture/ethnicity/background affects one's perceptions, behavior, values, and parenting.	49. Knows how to use regular visits and other contacts to maintain children's attachments formed prior to placement. 50. Able to manage the impact of visits upon the child's feelings and behavior. 51. Able to use life books and other means to help child maintain a stable, continuous sense of personal and cultural identity. 52. Able to work in partnership with primary/birth families to meet children's needs and goals. 53. Understands the potential effects of cultural differences on relationships, 54. Knows strategies to establish relationships with people from different cultural backgrounds. 55. Able to work towards cultural competence with specific populations of families.	103. Able to provide an appropriate level of support, coaching, and mentoring for children's birth families.
Outcome 3: FAMILY AND CHILD WELL-BEING		
3a. Children's physical, developmental, and educational needs are met.		
14. Knows health, hygiene, and nutrition practices that prevent or reduce the likelihood of illness in children/youth. 15. Knows basic first aid and CPR techniques and conditions which require emergency treatment.	56. Able to promote children's healthy development in all domains. 57. Knows health/medical conditions that can result from abuse/neglect. 58. Understands healthy sexual development, including issues related to sexual activity and sexual identity. 59. Able to recognize and respond to potential developmental problems. 60. Knows how and when to request and access specialized education, developmental, and recreational services for children.	104. Able to meet children's chronic health care needs.* 105. Able to recognize and respond to needs of children and youth in exceptional student education.* 106. Able to recognize and respond to children with developmental disabilities.* 107. Able to recognize and respond to children with serious medical conditions.* 108. Able to provide care to pregnant adolescents.* 109. Able to provide care to parenting adolescents.*
3b. Children's social-emotional and mental health needs are met.		
16. Understands how separation and placement may affect children. 17. Understands importance of self-esteem. 18. Able to view situations from another's perspective and express empathy for others' thoughts and feelings. 19. Understands importance of expressing feelings in order to maintain emotional health.	61. Understands the process and significance of healthy attachments and the role of the trust cycle. 62. Able to build trust and develop healthy attachments with children. 63. Able to identify indicators of trauma. 64. Understands the effects of trauma on children. 65. Able to help children manage the effects of trauma so that they continue to meet developmental milestones.	110. Able to recognize and respond to drug or alcohol exposed infants, children, and youth.* 111. Able to recognize and respond to drug and alcohol use and abuse.* 112. Knows stages of recovery and how the recovery process affects the family system.*

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	<p>66. Able to help children identify and express emotions safely.</p> <p>67. Able to assess and help adolescents build independent living skills.</p> <p>68. Able to help children and adolescents develop relationships needed to thrive in adulthood.</p> <p>69. Able to involve children in planning and decision-making.</p> <p>70. Able to involve children in developmentally-appropriate household chores and activities.</p> <p>71. Knows how to develop children’s strengths and address their needs to build resiliency.</p> <p>72. Able to assess and respect children’s preferences and personalities.</p> <p>73. Able to provide a schedule that contributes to children’s healthy development.</p> <p>74. Able to tailor communications to each child's level of understanding.</p> <p>75. Understands basics of positive behavior management.*</p> <p>76. Knows how to use structures and tools (schedules, rules, family meetings, etc.) to help children succeed.</p> <p>77. Able to assess the function of children’s problem behaviors.</p> <p>78. Able to adapt expectations and parenting techniques based on the developmental level and history of each child.</p> <p>79. Able to recognize signs of escalating conflict and de-escalate to prevent crisis.*</p> <p>80. Understands that improving maladaptive behavior takes time.</p>	<p>113. Understands refugee and immigrant issues.*</p> <p>114. Able to provide appropriate care and supervision for children and youth with sexual behavior problems.*</p> <p>115. Knows behavioral indicators of adolescent depression and suicide risk, and how to access assessment and treatment services.*</p> <p>116. Knows behavioral indicators of emotional disturbances and mental health issues common to children in the child welfare system, and how to access assessment and treatment services.*</p> <p><i>Advanced Independent Living</i></p> <p>117. Able to help teens plan and prepare for post-high school educational and career goals.*</p> <p>118. Able to help youth find suitable independent living arrangements.*</p> <p>119. Able to help youth connect their past and present life experiences with appropriate goals for the future.*</p>
Outcome 4: EFFECTIVE SUPPORT SYSTEM		
<i>4a. Resource parents are an effective member of the child’s team.</i>		
<p>20. Understands the roles and responsibilities of people in child welfare and other relevant systems.</p> <p>21. Understands the basic laws and rules for adoption and foster care, including confidentiality, liability, reasonable efforts, reunification, and other statutory and regulatory requirements.</p> <p>22. Understands the rights of children and youth in foster care and resource families.</p> <p>23. Understands agency and state documentation requirements.</p> <p>24. Understands requirements of confidentiality.</p>	<p>81. Able to work effectively with other members of the team serving the child and family.</p> <p>82. Able to make key decisions regarding the children jointly with other caregivers.</p> <p>83. Able to effectively assess own strengths/needs in providing care for children.</p> <p>84. Able to share information appropriately with other team members, following rules of confidentiality.</p> <p>85. Able to help develop and implement plans for children's care and contribute to the achievement of case plan goals.</p> <p>86. Able to advocate appropriately and effectively for the child to obtain needed services and fair treatment.</p>	<p>120. Understands principles of continuous quality improvement (CQI) and how to support CQI efforts in supervising agency</p> <p><i>Training</i></p> <p>121. Understands principles of learning theory and adult learning styles.</p> <p>122. Understands importance of transfer of learning from classroom to home or work and can develop activities to support this.</p> <p>123. Understands fundamentals of curriculum development for adult learners and can identify or develop training content that meets these criteria.</p>

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<p><i>Communication</i></p> <p>25. Able to communicate in a clear, honest, and effective manner.</p> <p>26. Able to read non-verbal cues.</p> <p>27. Able to use active listening skills and respectful validation when others speak.</p>	<p>87. Knows the purpose and processes of Child and Family Team meetings and participates appropriately as a team member.</p> <p>88. Able to effectively document required information.</p> <p>89. Able to maintain a non-judgmental attitude when communicating with others.</p>	<p>124. Able to exhibit skills in a range of training methods, including presentation, group development, facilitation, experiential exercises, and use of audio-visual techniques.</p> <p>125. Understands stages of group development and knows strategies for facilitating groups at each stage.</p> <p>126. Able to plan, organize, and coordinate a training event.</p>
<p><i>4b. Resource parents maintain their own health and well-being in order to provide optimal care for the child.</i></p>		
<p>28. Understands their motivation for wanting to foster or adopt.</p> <p>29. Uses positive coping skills to manage stress.</p> <p>30. Able to identify and express emotions in a productive way.</p> <p>31. Able to recognize their own limitations and how much stress their family can handle.</p> <p>32. Understands the importance of setting time aside for personal regeneration and nurturing of adult relationships.</p>	<p>90. Knows resources and support services available to their family members and how to access them.</p> <p>91. Able to recognize when additional support is needed for self and family members.</p> <p>92. Able to build healthy relationships among all household members.</p> <p>93. Able to set time aside for personal regeneration and adult relationships.</p> <p>94. Able to manage the impact of placement disruption on all family members.</p> <p>95. Able to set priorities and manage last-minute changes without becoming overwhelmed.</p> <p>96. Able to manage own feelings and helps others in the home to manage their feelings about household changes and transitions.</p> <p>97. Knows to seek appropriate support if allegations of abuse and neglect occur; able to manage the social and emotional trauma inherent in such an investigation.</p> <p>98. Able to manage uncertainty and changes involved in child's placement and case plan.</p>	<p>127. Reaches out to other resource parents to provide mutual support, coaching, and information.</p>