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FOSTER AND ADOPTIVE PARENT COMPETENCY MODEL COMPREHENSIVE LISTING

I. Family Management

01.00 Collaboration

Makes appropriate information available to other family members, caregivers and caseworkers; works as an effective team member; enlists assistance of service providers as needed to meet child's needs; understands roles and responsibilities of people in the child welfare system and the ground rules for interactions; offers information and support to other adoptive/foster parents; assists in preparation of testimony when needed and testifies in court hearings.

01.01 Makes sure other family members, caseworkers and other caregivers have all the available information needed to manage situations and make sound decisions.

01.02 Serves as a collaborative team member to caseworkers, counselors, medical professionals, teachers, guardian's ad litem etc., in developing and implementing plans for children's care.

01.03 Appreciates what caseworkers, counselors, other caregivers, guardian ad litem and service providers can contribute to understanding and solving problems; does not hesitate to enlist their assistance.

01.04 Understands and applies knowledge of the roles and responsibilities of people in the child welfare system and the ground rules for adoption and foster care, including confidentiality, liability, reasonable efforts, reunification, and statutory and regulatory requirements.

01.05 Advocates for the child in order to obtain needed services.

01.06 Reaches out to other adoptive and foster parents to provide mutual support, parenting skills and systems information.

01.07 Assists in preparation of testimony, and when necessary; testifies in court hearings.



02.00 Family-Oriented Priorities

Holds strong convictions about importance of family bonds; uses family routines and rituals to create continuity and stability; enjoys spending time as a family; shows warmth and affection in order to encourage a sense of security for children; gives priority to meeting family's needs when deciding about transitioning a child into and out of the household; assures that all family members are treated with respect; treats all fairly; provides individual attention to each child.

- 02.01 Have strong convictions about the importance of family bonds and mutual support for the well being of children and adults.
- 02.02 Have family routines and rituals to provide a sense of continuity and stability.
- 02.03 Enjoys time spent with children and doing things as a family; finds creative ways to arrange regular family outings.
- 02.04 Is comfortable in showing warmth and affection to children.
- 02.05 Gives priority to meeting the family's needs and preserving its life style when deciding about transitioning a child into and out of the household.
- 02.06 Encourages members of the household to value one another as persons and treat each other with respect.
- 02.07 Takes care to treat every child in the home equitably and fairly.
- 02.08 Makes time for one-on-one attention to each child in the household.

03.00 Household Organization

Involves children in planning and decision making; makes decisions jointly with other adults; plans and organizes household activities; involves children in developmentally appropriate household chores and activities; arranges the family living environment to promote safety; prepares family members to meet emergency situations, health and safety needs; keeps careful records.

- 03.01 Makes key decisions regarding the children jointly with other caregivers in the household.
- 03.02 Coordinates schedules and household activities to be certain nothing important is overlooked.
- 03.03 Involves children in developmentally appropriate household chores and activities.



- 03.04 Thinks through problems that could occur and arranges the family living environment to promote safety (e.g., sleeping and seating arrangements; security and safety precautions).
- 03.05 Records important information about the child and maintains it in a secure place (e.g., legal documents; pictures; medical records).
- 03.06 Makes sure that each family member is aware of and knows how to respond to emergencies, in ways appropriate to his/her abilities.

04.00 Transition Management

Prepares all family members for the arrival/departure of a child in the household; helps arrivals feel welcome; stays positive during setbacks in adjusting; helps child maintain continuity with past; manages own feelings about arrivals; helps facilitate transition of children.

- 04.01 Prepares children and others in the home for new arrivals and departures; explains any special needs, how they can help, etc.
- 04.02 Is sensitive to the needs of new arrivals in the household. Helps them feel welcome and comfortable in their new surroundings, while recognizing potentially increased needs of other household members.
- 04.03 Accepts that adapting to a new home takes time and usually involves setbacks; stays positive and optimistic.
- 04.04 Helps children maintain continuity with their past through use of life books and appropriate visits with their birth family, former foster families and playmates. In addition preserves their cultural heritage.
- 04.05 Manages their own feelings and helps others in the home to manage their feelings about people coming in and out of their home.
- 04.06 Recognizes the impact of an unplanned move on the child and other household members; discusses and plans for transition with the caseworker, child, and other household members.
- 04.07 Helps facilitate the best possible transition for the children leaving the home and the parents who are receiving the child. Works with caseworkers to develop appropriate plan for future contact.
- 04.08 Helps present the child's new living arrangement in a positive and caring manner.



05.00 Setting Standards

Has realistic yet challenging expectations for family members; adjusts expectations and standards to age abilities of children; clearly explains house rules and expects them to be followed by everyone; is clear about roles and responsibilities of all members of the household.

05.01 Sets and models high standards of personal conduct and expect others to do likewise.

05.02 Sets standards and developmental expectations that are appropriate for the age and capabilities of each child.

05.03 Clearly explains to children what is expected of them and the consequences if they fail to meet expectations.

05.04 Establishes house rules and expects them to be followed by everyone in the family.

05.05 Is clear about roles and responsibilities of all members of the household and communicates those diverse roles to all household members.

06.00 Behavior Management

Helps children set limits on their behavior; follows through on discipline; forges agreements with other adult household members so that rules are applied consistently; disciplines fairly and appropriately; encourages and reinforces positive behavior; uses appropriate techniques to extinguish negative behavior.

06.01 Understands why physical discipline is detrimental to children.

06.02 Understands the importance of setting limits for children; follows through on discipline that is consistent with limits set even though it may feel uncomfortable.

06.03 Forges agreements and presents a united front by coordinating with other adult members of the household so that rules are applied consistently and opportunities for manipulation are minimized.

06.04 Is consistent about what is and is not acceptable behavior.

06.05 Disciplines fairly and appropriately in proportion to the offense and developmental stage in accordance with DHS policies, licensing rules, and regulations.

06.06 Does not give in to manipulative behavior; holds his/her ground with the child.

06.07 Encourages positive behaviors by allowing the child to have options and allowing developmentally appropriate decision-making.



- 06.08 Encourages learning and positive behavior by conveying healthy expectations and showing appreciation for progress.
- 06.09 Provides incentives for good behavior and extra effort.
- 06.10 Uses appropriate techniques to extinguish negative behavior (e.g., ignoring temper tantrums).
- 06.11 Is open to seeking help in choosing and applying discipline strategies.

07.00 Managing Severe Behavioral Problems

With the caseworker, therapist, and others, establishes a plan for each child to handle severe behavioral problems; protects people and pets when a child is behaving destructively; projects calm when a child is out of control; uses appropriate techniques to calm children who are exhibiting out of control behavior; understands that severe behavioral problems are not quickly overcome.

- 07.01 With the caseworker, therapist, and others develops a strategy for intervening should a child exhibit out of control behavior. Has a plan tailored to each child's needs as to how the parents and other family members will handle severe behavioral problems; values the plan as a means to stay grounded in emergencies.
- 07.02 Protects people and pets in the household when a child is behaving destructively; acts quickly to get everyone out of harm's way.
- 07.03 Projects calm and control when a child is out of control.
- 07.04 Uses appropriate techniques to calm children who are exhibiting out of control behavior, e.g., self-destructive, or destructive to people, pets, and property. Works closely with children to help them learn how to bring themselves under control.
- 07.05 Understands and accepts the fact that severe behavioral problems are not easily or quickly resolved.

II. Conceptual Knowledge/Skills

08.00 Critical Thinking

Identifies patterns in behavior; identifies and makes sense of behavior; searches for underlying reasons for behavior; verifies facts surrounding conflicting stories; forms independent judgments based on careful observations.



- 08.01 Identifies trends or patterns in behavior over time.
- 08.02 Identifies behavior that is out of character or atypical (e.g., signs/symptoms of developmental disabilities, sexual behavior problems, substance abuse, and its effects).
- 08.03 Seeks to understand the underlying reasons for or causes of behavior.
- 08.04 Recognizes the impact of the child's prior experience and background to make sense of his/her behavior.
- 08.05 Recognizes that you may hear conflicting or hard-to-believe stories from the child.
- 08.06 Forms independent judgments based on careful observations; does not have blind faith in the opinions of experts; recognizes the need to discuss differing opinions with team members.

09.00 Psychological Understanding

Recognizes critical importance of children feeling secure, being able to trust adults, having self-esteem; respects child's emotional bonds with birth parents; respects child's right to privacy; is sensitive to child's moods; is sensitive to child's readiness for new experiences; involves child in establishing appropriate disciplinary action.

- 09.01 Recognizes the importance of children feeling secure; builds children's confidence in the family's ability to protect them from harm.
- 09.02 Recognizes the critical importance of children trusting adults and demonstrates him/herself worthy of that trust.
- 09.03 Recognizes the critical importance of self-esteem and works diligently to help children feel good about themselves.
- 09.04 Understands and respects children's emotional bonds to birth parents.
- 09.05 Respects children's right to some privacy and expects the child to reciprocate in kind.
- 09.06 Is sensitive to children's moods.
- 09.07 Is careful not to overwhelm children; approaches learning and unfamiliar experiences in accordance with each child's readiness.



- 09.08 Recognizes the importance of involving the child in establishing appropriate disciplinary action.

III. Interpersonal Knowledge/Skills

10.00 Interpersonal Sensitivity

Is sensitive to non-verbal cues, hidden meaning, or intent in communication; listens for what is going on beneath the surface in group settings; respects preferences and uniqueness of each child; listens for things going wrong with child; remembers what it was like to be a child; is able to view situations from others' perspectives.

- 10.01 Is sensitive to non-verbal cues as to what people, particularly children, are thinking and feeling.
- 10.02 Is sensitive to hidden meaning or underlying intent of what people are asking or saying.
- 10.03 Is sensitive to what is going on beneath the surface in group settings (e.g., interpersonal conflicts, family tensions, manipulations, etc).
- 10.04 Discovers and respects the preferences and unique aspects of children's personalities.
- 10.05 Has antennae up all the time to know what children are doing; has a "sixth sense" for when things are going wrong.
- 10.06 Can remember what it was like to be a child; can empathize with children's thoughts and feelings.
- 10.07 Can view situations from other (adults') perspectives and empathize with their feelings.

11.00 Communication Skills

Maintains high level of communication in household; pays attention when children speak; considers child's level of understanding in communication; respects requirements of confidentiality; considers how something may be interpreted when communicating; is assertive when communicating with professionals; communicates key information about child's progress to appropriate team members; communicates with open, non-judgmental attitude.



- 11.01 Maintains a high level of communication in the household; encourages everyone to share responsibility for keeping one another informed.
- 11.02 Pays attention when children speak; let them know they have been heard and their feeling considered.
- 11.03 Tailors communications to the child's level of understanding.
- 11.04 Respects requirements of confidentiality and exercises discretion when sharing information.
- 11.05 Stops to think about what is said and how it may be interpreted by others and adjusts communications accordingly.
- 11.06 Uses assertive communication skills in work with agency staff and other professionals, including follow up on those communications.
- 11.07 Makes sure that key information about the child's progress at home or with service providers is communicated to appropriate team members, orally and/or in writing.
- 11.08 Maintains a non-judgmental open attitude when communicating with children, parents, and other team members.

12.00 Coaching Skills

Assists children to develop social skills, to build friendships; helps children succeed through instruction, praising, using experiences as objective lessons; helps children think through implications of actions; assists children to value differences; encourages children to take risks; serves as role model for healthy family life.

- 12.01 Assists children to develop and improve their social skills.
- 12.02 Give children opportunities for success; provides instructions, demonstrations, etc., on how to do the things they are expected to do (e.g., make their beds, clean their rooms, take care of personal hygiene).
- 12.03 Helps children explore their interests and develop their own special talents.
- 12.04 Helps children think through the implications and consequences of their actions.
- 12.05 Uses experience from everyday life as object lessons to teach children.
- 12.06 Assists children to value difference and understand the special needs of others.



- 12.07 Encourages children to build friendships and to explore the world beyond the immediate family.
- 12.08 Compliments and praises children to reinforce learning and enhance their self-esteem.
- 12.09 Encourages children to take risks to learn new skills or try new things.
- 12.10 Serves as a role model for healthy family life and appropriate parenting skills.

13.00 Counseling Skills

Creates a safe emotional climate for children and family members to express and discuss feelings; facilitates discussion and problem solving; answers children's questions honestly; encourages children to face up to problems; responds swiftly to children's emotional distress; attempts to help children believe that traumatic events in their lives are not their fault; helps children find appropriate ways to channel strong feelings; attempts to help children see value in the counseling process; collaborates with therapists.

- 13.01 Creates a safe emotional climate for children and others to discuss their feelings.
- 13.02 Encourages people to bring things that are hard to talk about into the open where they can be addressed; and facilitates discussion and problem solving.
- 13.03 Answers children's questions honestly and help them put life experiences into perspective.
- 13.04 Gives children time, space, and support to work through their problems.
- 13.05 Works with children to help them name, verbalize and appropriately express their feelings.
- 13.06 Encourages children to face up to their problems and to deal with them in a constructive way.
- 13.07 Responds swiftly when children are emotionally distressed; makes certain they receive appropriate care and attention.
- 13.08 Attempts to help children understand and believe that bad and sad things that have happened to them are not their fault (e.g., being removed from their parents' care, being abused).
- 13.09 Finds appropriate ways to express and channel children's strong positive and negative feelings (e.g., play, art, music, games).



- 13.10 Attempts to help children understand the benefits of working through the counseling process, including relationship building, assessment, diagnosis and treatment; collaborates with therapists.

IV. Self-Management

14.00 Commitment to Children

Puts child's long term interest before self interest; cares about welfare of children; has faith that child can be helped; gives extra attention to help children; feels proud when children achieve small steps forward; advocates strongly on issues important to child's well being; makes commitment to children.

- 14.01 Puts the best long-term interest of the child before own self-interest.
- 14.02 Cares deeply about the welfare of children; stands by them even when it requires sacrifice.
- 14.03 Has faith that every child can be helped; and provides the best care possible for each child.
- 14.04 Gives extra attention to help children; is patient and does not give up easily.
- 14.05 Feels proud when children put forth extra effort to achieve even small steps forward.
- 14.06 Advocates strongly on issues that are important to the child's well being.
- 14.07 Makes a commitment to children; continues to show support for and care about the children after placement terminates, as appropriate.

15.00 Perspective

Is able to step back from situations and keep own emotions in check; can determine what is urgent and what is not; can place current situation in context of child's history and future; seeks appropriate support if allegations of abuse and neglect occur.

- 15.01 Knows when to take time out, to step back from a situation, to calm down and think things through.
- 15.02 Is able to work through strong feelings that may get in the way of effectiveness.



- 15.03 Maintains perspective on what is urgent and what can wait, what is important and what is not.
- 15.04 Places what is happening today in the context of the child's history.
- 15.05 Seeks appropriate support if an allegation of abuse and neglect occurs; deals with the social and emotional trauma inherent in such an investigation.

16.00 Equilibrium

Maintains a positive outlook in the face of life's ups and downs; believes that care and consistency may lead to healthy lives; stays in touch with own feelings; recognizes own limitations; sets aside quiet time for self and adult relationships.

- 16.01 Has inner strength and strong, positive outlook on life.
- 16.02 Is resilient and philosophical about life's ups and downs; bounces back from disappointments and avoids cynicism.
- 16.03 Believes that care and consistency may help children lead healthy, productive lives.
- 16.04 Stays in touch with own intuitions and feelings.
- 16.05 Recognizes own limitations; knows when to ask for help in dealing with difficult problems or circumstances.
- 16.06 Accepts and/or sets quiet time aside for personal regeneration.
- 16.07 Sets time aside to nurture the adult relationships in his/her life.

17.00 Flexibility

Can cope with uncertainty of child's length of stay in home; can trade off high standards of housekeeping to attend to more pressing matters; can change or revise plans quickly, is able to juggle attention between people and tasks effectively; appreciates assistance even when tasks are not done perfectly; adjusts to changes in child welfare system.

- 17.01 Is able to cope with the uncertainty of a child's tenure in the home.
- 17.02 Is not resentful about having to trade off high standards of housekeeping in order to attend to more pressing matters.
- 17.03 Is not thrown off balance by a need to change plans at the last minute.



- 17.04 Is able to juggle attention to people and tasks effectively.
- 17.05 Appreciates assistance in getting things done even though it is not done perfectly or the way he/she would have gone about it.
- 17.06 Revises plans and approaches when they are not working.
- 17.07 Adjusts to changes in child welfare system.
- 17.08 Ability to adjust to working with a variety of professionals.

18.00 Self-Development

Improves parenting skills through training, learning resources; stays open to new information; uses experience as a basis for developing parenting skills. Educates self about how to effectively address children's problems.

- 18.01 Takes advantage of training and other learning resources to improve parenting skills and techniques.
- 18.02 Stays open to new information and to new ways of doing things.
- 18.03 Uses what can be learned from experience to develop techniques and guidelines for parenting and handling of family problems.

V. Technical Knowledge

19.00 State Law/Agency Policy

Is familiar with policies, regulations, laws and judicial processes which pertain to child welfare. Values the collaborative process and the importance of documentation.

19.01 State Statues

Is familiar with the laws that define abuse/neglect; adjudicated youth; issues of legal liability; confidentiality; adoption.

19.02 Legal/Judicial Process

Demonstrates awareness of the legal process related to child placement and family reunification; role, rights, responsibilities of adoptive and foster parent and birth parents in both child welfare system and legal system; when/how to seek legal guidance; state legal processes regarding child welfare, including roles and responsibilities of judicial/legal personnel, role of guardian ad litem, intervenors, judicial review.

19.03 Child Welfare Agency, Policies/Regulations



Understands mandates, structure, and regulations of the child welfare agency; policies regarding reunification, discipline, investigation of abuse, confidentiality, investigation of licensing violations, visiting, establishing board rate, clothing allowances, foster care home licensing, travel allowances, MaineCare policy.

19.04 Documentation

Knows the value of maintaining records regarding child's history, including the use of life books; Is familiar with the agency's policies regarding reporting – adjustment of foster family and child in care, emergencies, vacation, grievance procedures, agreement form, confidentiality form, health records.

19.05 Collaboration with Agency

Demonstrates an understanding of how the family case plan guides child/youth care activities, fosters family activities, provides services to meet child/youth's needs, participates in administrative case review.

20.00 Family Systems

Understands the importance of maintaining family relationships; is familiar with the dynamics of family systems and how all family members are impacted by foster/adoptive placement experiences.

20.01 Family Relationships

Makes sure to respect and maintain a child's ties to primary and previous adoptive/foster relationships; uses regular visits to support a child's ties to primary/birth family; manages the impact of visits upon the feelings, behavior of children; works with and helps primary/birth family.

20.02 Family Sensitivity

Shows an understanding of family systems theory, especially as it relates to own family; understands types of children/youth that your family can most effectively adopt/foster; knows types of children who should not be placed with your family; is aware of behaviors/problems that are most likely to be disruptive to family relationships; is aware of amount of stress on family relationships.

20.03 Impact on Family System

Recognizes the impact of a new child on a family system; properly matches children/youth to the adoptive/foster family; defines, clarifies family roles and rules to help own family adjust to adoptive/foster care giving; assesses one's strengths/needs in



providing care for children; manages impact of placement disruption on all members of adoptive/foster family; strategize to prevent placement disruption.

21.00 Human Development

Becomes familiar with aspects of the developmental process, sexual development and developmental disabilities

21.01 Developmental Process

Has knowledge of stages, processes, and milestones of normal physical, cognitive, social, and emotional development from birth through adolescence; know age-appropriate and realistic expectations for children/youth with developmental problems; assists primary families in understanding their child's developmental problems/needs.

21.02 Sexual Development

Understands the process of human sexual development and behavior; knows facts/issues related to birth control, teen pregnancy, sexually transmitted disease, abortion, multiple sexual partners, and sexual identity; shows an understanding of developmental issues related to sexual identity and homosexuality.

21.03 Developmental Disabilities

Knows the nature, causes, symptoms, and treatment of mental retardation, cerebral palsy, epilepsy, autism, spinal bifida, Down syndrome, attention deficit disorder, fetal alcohol syndrome and fetal alcohol effects and other conditions that delay or impair child's development.

22.00 Physical/Sexual Abuse

Develops awareness of dynamics of families who maltreat children; learns the effects of abuse; becomes familiar with special behavioral problems and how to seek professional services to treat them.

22.01 Family Dynamics

Is aware of types of family situations that can contribute to physical/sexual abuse and neglect of children/youth by their families; helps to overcome the problems contributing to and resulting from abuse and neglect.

22.02 Effects of Abuse

Recognizes the signs, symptoms, and effects of physical/sexual abuse, neglect and emotional maltreatment on child's growth and



development; recognizes the effects of prenatal conditions and birth trauma on child's growth and development; know the procedures for communicating suspicions of sexual abuse to adoptive/foster care caseworker; knows the procedures for cooperating in the investigation/court processes involved in sexual abuse cases.

22.03 Special Behavioral Problems

Recognizes the indicators of emotional disturbance, mental health problems/behavioral disorders; knows how to protect other family members and those in immediate environment from sexual abuse by child/youth; aware of signs/symptoms of depression/suicide in children/youth; obtains emergency mental health services when necessary.

23.00 Substance Abuse

Is aware of signs of substance/alcohol abuse; understands the effects of abuse on family system; identifies indicators and needs of substance-exposed infants

23.01 Signs of Abuse

Aware of possible causes, signs, and symptoms of alcohol and other drug use

23.02 Effects of Abuse

Demonstrates understanding of signs and symptoms of drug or alcohol exposed children, youth; knows techniques for stimulating development and dealing with accompanying physical, social, cognitive, emotional problems; is aware of medical risks associated with substance abuse, stages of recovery, effects of recovery process on the family system.

23.03 Substance Exposed Infants

Can identify special needs of substance-exposed infants, indicators of fetal alcohol syndrome and fetal alcohol effects in infants, treatment approaches that can be useful in parenting these infants.



24.00 Separation and Loss

Is aware of and can respond supportively to children's feelings and behaviors as they deal with grief and loss issues; knows the impact of multiple placements; demonstrates self-awareness as to own loss issues

24.01 Feelings/Behaviors

Knows the effects of separation and loss on children's feelings and behaviors as they move through the foster care system.

24.02 Placement

Understands the rationale for placement of siblings together or separately, as well as the emotional problems that may result from separation; knows the stages of adjustment to placement in foster care; aware of the impact of multiple placements on child's development.

24.03 Shows self-awareness of feelings associated with infertility, miscarriage, sudden infant death syndrome, sudden death of family member.

25.00 Adoptive/Foster Care System

Understands the role of the foster/adoptive parent in the child welfare system; understands reasons for placement and participates in all aspects of permanency planning which includes reunification efforts and/or transition to adoptive placements

25.01 Realities of Adoptive/Foster Parenting

Recognizes the potential stresses in parenting someone else's child/youth with a disability; knows how to seek support, education, financial subsidy, and respite services for adoptive/foster family members.

25.02 Agency Adoption/Foster Care System

Understands the reasons for placement of children/youth, for maintaining a policy of permanency planning, for promoting a team approach to family reunification; Understands the process of adoption/foster care.

26.00 Working with Adolescents

Knows the developmental stages and tasks of adolescence; is familiar with indicators of behavioral problems in adolescents and how to seek



intervention; works with youth on developing the necessary skills for independent living

26.01 Adolescent Development

Knows the range of physical, cognitive, social, and emotional development of adolescent youth; shows sensitivity to children/youth dealing with issues related to their sexual identity and homosexuality.

26.02 Behavioral Problems in Adolescents

Recognizes behavioral indicators of adolescent depression suicide, other emotional disturbances; knows how to make appropriate referrals for treatment services.

26.03 Independent Living

Understands skills needed by adolescents to live independently; demonstrates variety of techniques, including teaching, modeling, coaching, and positively reinforcing, which help youths prepare for independent living; knows how to help youth connect their past and present life experiences with appropriate goals for the future.

27.00 Health Issues

Demonstrates knowledge of medical/health conditions that can result from abuse/neglect; demonstrates appropriate health practices

27.01 Medical Issues

Incorporates health, hygiene, and nutrition practices that prevent or reduce the likelihood of illness in children/youth; knows basic first aid and CPR techniques, conditions which require emergency treatment; has knowledge of health/medical conditions that can result from abuse/neglect; consults and works with health care professionals.

27.02 AIDS

Understands signs, symptoms of AIDS; is aware of the psychological and social aspects of the disease; sensitively helps a child/youth talk about feelings and concerns in a manner appropriate to the child's culture and developmental level; knows current medical, legal, policy information about HIV infection and AIDS.



28.00 Community Issues

Aware of both hazards/risks in community to children and also resources/supports

28.01 Larger Community

Can identify the hazards in the community, which place children at risk and minimize children's exposure to such risks.

28.02 Resources

Knows how/when to request family planning services; seeks specialized education, developmental and recreational services in the community for children/youth with developmental disabilities; obtains needed services and works with service providers to meet child's special needs; values affiliating with other adoptive/foster parents and adoptive/foster parent support groups; knows procedure to enroll children in school; collaborates with school personnel.

29.00 Psychological Issues

Has general understanding of the psychological dynamics associated with children who have been abused/neglected; understands the emotional impact of the placement process; demonstrates skills in supporting children during times of emotional distress and knows when to seek professional attention.

29.01 Psychological Understanding

Has an understanding of possible reasons for problem behaviors, such as lying, stealing, violence, fire setting, other destructive behavior; knows the dynamics and motivation of child/adolescent sexual offenders.

29.02 Placement Process

Can describe the predictable stages of grief and loss; understands the negative effects on children of changing and inconsistent living arrangements; effect of placement on individuals and families.

29.03 Parenting Skills

Observes behavior and recognizes patterns of delay or disability, dynamics of abuse and neglect; effectively manages stress; understands the causes and manifestations of pathological behavior; seeks assistance in dealing with emotionally damaged children.



30.00 Cultural Sensitivity

Demonstrates awareness of the importance of cultural sensitivity; Engages in activities which support and honor cultural traditions

30.01 Response to diversity

Recognizes the importance of recognizing the cultural, social, and economic similarities and difference between a child's primary/birth family and adoptive/foster family; recognizes own cultural/ethnic and religious barriers or biases.

30.02 Ethnic Groups

Has knowledge of the different minority groups in Maine.