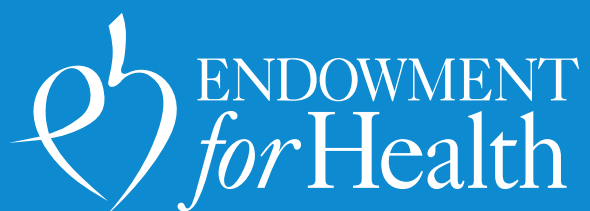


New Hampshire Children's Behavioral Health Core Competencies

*New Hampshire Children's Behavioral Health
Core Competencies Leadership Team*

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This document is available in alternative formats upon request.

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- Written and edited by the New Hampshire Children’s Behavioral Health Workforce Development Network Leadership Team, including members from the Children’s Directors of the 10 New Hampshire Community Mental Health Centers; NAMI NH; Granite State Federation of Families for Children’s Mental Health; NH Department of Health and Human Services; the NH Office of Minority and Refugee Affairs; and the Institute on Disability, University of New Hampshire.
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Our Vision

New Hampshire's children, youth, and families will receive the highest quality services from the state's community behavioral health system. Toward that end, implementation of the competencies will result in improved outcomes, the system will be recognized as high quality by children, youth, families, and communities, and will be supported by local, state, and federal systems.

Our Purpose

The NH Children's Behavioral Health Competencies are designed to improve the quality, consistency, and efficiency of the behavioral health service delivery system for children, adolescents, and their families and to create a foundation for training individuals who work with children and adolescents with behavioral health challenges and their families.

New Hampshire Children’s Behavioral Health Competencies

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Overview

The stability and longevity of New Hampshire's community mental health children's workforce has been a longstanding concern. The annual turnover rates of direct service workers are as high as 20% (Antal, 2016). Several NH studies have shown that there is a shortage of qualified professionals in NH's community behavioral health system, and that increased resources are needed to ensure a highly qualified workforce in children's behavioral health. Families cite staff turnover as a key source of frustration in their efforts to access support for their children. It has been a challenge for the community behavioral health providers to keep up with these changing demands. Community mental health center children's directors have become more and more concerned about their ability to provide the best possible services to children and youth with behavioral health needs and their families given these challenges.

While the children's behavioral health workforce has become less and less stable, the field is moving towards the delivery of evidence-based and research-informed practices, which requires significant investments in training and supervision. The state of New Hampshire and the community mental health centers have devoted significant resources to training for staff in evidence-based practices.

Nationally, the need for competencies in the behavioral health field has been well documented and is one of 5 priority areas in the development of a System of Care (Stroul & Friedman, 2011). Staff competencies are a key component of any effort to improve service delivery and to ensure continuous improvement of the workforce. By concentrating the professional development resources within a System of Care framework, the state will be able to infuse strong family-centered knowledge and skills across a diverse set of providers, including staff members in community mental health agencies, private practice, schools, child protection, and juvenile justice.

The NH Children's Behavioral Health Competencies are the first step in developing a system for implementing consistent, high quality services and supports to children and youth with mental health concerns and their families. The ten mental health centers, beginning with a set of competencies accepted statewide, will have the foundation for a common framework for staff recruitment, orientation, training, supervision, promotion, and retention. Finally, the competencies provide a framework for the children's behavioral health community to articulate its training, education, and internship needs to institutions of higher education and other training providers in order to increase the competency level of future and current staff.

Development of the Competencies

In 2010 the Children's Directors from New Hampshire's ten community mental health centers recognized a need to develop an infrastructure to support and improve the consistency and quality of services to children, youth, and families statewide, to retain qualified staff, and to sustain evidence-informed practices. The Directors worked with the Endowment for Health to access support to develop the competencies and then created a Leadership Team with membership from the Department of Health and Human Services, the Granite State Federation of Families for Children's Mental Health (GSFFCMH), NAMI New Hampshire (NAMI NH), and the Institute on Disability (IOD) at the University of New Hampshire.

Between December 2010 and January 2012, a subgroup of the leadership team drafted the competencies, disseminated the drafts, and continuously revised the document based upon feedback from mental health center staff, community organizations, training providers, state leaders, and family members. The sub-group looked at children's behavioral health competency documents from Vermont, Maryland, Alaska, Ohio, and the New Hampshire Early Childhood and Family Mental Health Competencies (2010). With guidance from Dr. Joan Dodge of Georgetown University,

the larger leadership team engaged in two day-long retreats and worked through the language and meaning of every competency in the draft, constructing a document that is designed to have significant value and relevance to the children's behavioral health workforce. This second version of the Competencies includes updates in the cultural and linguistic and suicide prevention skill areas.

We want to thank the individuals in the subgroup that developed the competencies drafts and worked diligently to revise and improve each version. These individuals are:

- Kathleen Abate, Granite State Federation for Families for Children's Mental Health
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Framework for the Competencies

Guiding Principles for the NH Children's Behavioral Health Competencies

The NH Core Competency Leadership Team agreed on six guiding principles for the competencies:

1. The needs and strengths of the family and child/youth are at the center of the service system: families are partners at every level.

2. The system is designed on a continuum (the Public Health model): prevention, early intervention, targeted services, and tertiary services and interventions.
3. Behavioral health care is integrated with primary care and substance abuse services.
4. The system includes collaboration and shared responsibility with schools and other child-serving agencies and providers: shared language, integrated costs, data, planning, and service delivery.
5. The system uses and is supported to use evidence-informed practices.
6. Staff are supported to improve their practice.

System of Care

The development of these competencies has been designed to reflect the children's behavioral health System of Care Principles and Values.

The System of Care framework for the delivery of children's mental health services and supports was developed in 1986 in recognition that our child-serving system is fragmented, inefficient, and, in some instances, ineffective in helping children and youth with serious mental health needs and their families. The System of Care framework offers guidance for how services and supports should be developed, delivered, and assessed. The competencies Leadership Team decided to adopt the System of Care Principles and Values to guide the development and implementation of the Competencies.

System of Care Principles and Values¹

Definition

A system of care is:

A spectrum of effective, community-based services and supports for children and youth with or at risk for behavioral health or other challenges and their families, that is organized into a coordinated network, builds meaningful partnerships with families and youth, and addresses their cultural and linguistic needs, in order to help them to function better at home, in school, in the community, and throughout life.

Values

Systems of care are:

1. Family driven and youth guided, with the strengths and needs of the child and family determining the types and mix of services and supports provided.
2. Community based, with the locus of services as well as system management resting within a supportive, adaptive infrastructure of structures, processes, and relationships at the community level.
3. Culturally and linguistically competent, with agencies, programs, and services that reflect the cultural, racial, ethnic, and linguistic differences of the populations they serve to facilitate access to and utilization of appropriate services and supports and to eliminate disparities in care.
6. Ensure that services are integrated at the system level, with linkages between child-serving agencies and programs across administrative and funding boundaries, and mechanisms for system-level management, coordination, and integrated care management.
7. Provide care management or similar mechanisms at the practice level to ensure that multiple services are delivered in a coordinated and therapeutic manner and that children and their families can move through the system of services in accordance with their changing needs.

Guiding Principles

Systems of care are designed to:

1. Ensure availability and access to a broad, flexible array of effective, community-based services and supports for children and their families that address their emotional, social, educational, and physical needs, including traditional and nontraditional services, as well as natural and informal supports.
2. Provide individualized services in accordance with the unique potentials and needs of each child and family, guided by a strengths-based wraparound service planning process and an individualized service plan developed in true partnership with the child and family.
3. Ensure that services and supports include evidence-informed and promising practices, as well as interventions supported by practice-based evidence, to ensure the effectiveness of services and improve outcomes for children and their families.
4. Deliver services and supports within the least restrictive, most normative environments that are clinically appropriate.
5. Ensure that families, other caregivers, and youth are full partners in all aspects of the planning and delivery of their own services and in the policies and procedures that govern care for all children and youth in their community, state, territory, tribe, and nation.
8. Provide developmentally appropriate behavioral health services and supports that promote optimal social-emotional outcomes for young children and their families in their homes and community settings.
9. Provide developmentally appropriate services and supports to facilitate the transition of youth to adulthood and to the adult services system as needed.
10. Incorporate or link with behavioral health promotion, prevention, and early identification and intervention in order to improve long-term outcomes, including mechanisms to identify problems at an earlier stage and behavioral health promotion and prevention activities directed at all children and adolescents.
11. Incorporate continuous accountability and quality improvement mechanisms to track, monitor, and manage the achievement of system of care goals; fidelity to the system of care philosophy; and quality, effectiveness,

¹Stroul, B., Blau, G., & Friedman, R. (2010). *Updating the system of care concept and philosophy*. Washington, DC: Georgetown University Center for Child and Human Development, National Technical Assistance Center for Children's Mental Health.

and outcomes at the system level, practice level, and child and family level.

12. Protect the rights of children and families and promote effective advocacy efforts.
13. Provide services and supports without regard to race, religion, national origin, gender, gender expression, sexual orientation, physical disability, socio-economic status, geography, language, immigration status, or other characteristics, and ensure that services are sensitive and responsive to these differences.

Organization of the Competencies

The competencies have been developed to fit New Hampshire's unique cultural context and service delivery system. The domains are consistent with those in competency documents from other states, and are considered critical to the delivery of high quality behavioral health services and supports to children, youth, and families. The competencies are organized within the following structure of descending specificity:

1. Competency Domains
 - Levels (Foundation, Intermediate, Advanced)
 - Subheadings or Sub-domains:
 - Competency Knowledge Statements
 - Competency Skill Statements

The Domains

The seven Competency domains reflect the primary content areas for the knowledge and skills that are known to be critical in the delivery of services in the children's behavioral health field. The skills in one domain may be related to skills in other domains. These domains have been adapted from competency frameworks in other states. The seven domains are:

1. Family-Driven and Youth-Guided Practice. These are competencies for providing services and supports that are focused on the strengths and needs of families and their children.

2. Cultural and Linguistic Competence. These competencies stress the need for knowledge and skills that show respect for, and services that support, families from all circumstances, including those from diverse racial, ethnic, and linguistic backgrounds.
3. Childhood Development and Disorders. These competencies address the need for knowledge and skills in the areas of healthy child development and characteristics of developmental problems and dysfunction.
4. Screening, Assessment and Referral. These competencies address the skills and knowledge needed to effectively identify the behavioral health needs of children and youth.
5. Treatment Planning, Interventions and Service Delivery. These competencies address the skills and knowledge necessary to provide effective behavioral health interventions, services, and supports to children, youth, and families.
6. Systems Knowledge and Collaboration. This area addresses the skills for effective collaboration and knowledge of critical public, private, and community supports.
7. Quality Improvement, Professionalism and Ethics. These competencies address the work habits, skills, and knowledge required to be most effective in providing services and supports to children, youth, and families.

The Levels

The competencies are organized by levels of knowledge and skills in each domain. There are three levels—Foundational, Intermediate, and Advanced—that are designed to identify the skill level of practitioners and assist individual staff in reflecting on strengths, interests, and professional development needs and goals. The levels are fluid and are not specifically tied to certain educational attainment or position titles. For example, a Bachelor's level staff person might receive an advanced rating in "Cultural and Linguistic Competence," but might self-assess as having foundational competencies in "Screening,

Assessment, & Referral;” the person’s skills in Cultural Competence would qualify him or her to mentor or support other staff members in that area. The levels are:

1. Foundational. These competencies represent the basic knowledge and skills needed by all individuals who provide services and supports to children, youth, and families.
2. Intermediate. These competencies reflect the skills and knowledge of individuals who have responsibility for the provision of services, including treatment planning and working with children, youth, and families to make decisions about interventions and supports.
3. Advanced. These competencies reflect the skills and knowledge of individuals who supervise and teach others how to implement interventions. Individuals with advanced skills also monitor the quality of practice, and lead others in children’s behavioral health systems and community change.

Each domain includes knowledge competencies with the corresponding skill competencies listed beneath each knowledge competency. This has been done to reflect the need for understanding theory and concepts and being able to demonstrate that understanding in practice.

Target Workforce

These professional competencies are intended to guide the preparation and ongoing professional development of both direct service and supervisory staff in New Hampshire’s behavioral health system. The focus is on supporting children and youth and their families.

Use of the Competencies

The competencies can be used to:

- Create consistency and continuity of children’s behavioral health services throughout the state.
- Create more consistent and efficient training for staff.
- Create a system to evaluate individual staff competencies and create a proactive

professional development planning process for each staff member.

- Improve outcomes for children, youth, and families.
- Improve quality of care by providing the training and support systems needed by children’s behavioral health providers.
- Guide leadership activities that can support the workforce for children’s behavioral health in our communities and the state.
- Lead to improved retention of well trained, effective staff.
- Provide better support and development for providers in the children’s behavioral health system.
- Be responsive to the behavioral health needs of children, youth, and families.
- Effectively communicate the mission and services provided by the children’s behavioral health system to stakeholders.
- Promote and support System of Care values and principles and their integration into practice.

While all of these competencies may be used in various settings along the children’s behavioral health service continuum, it is very unlikely that any one person has—or that any one position makes use of—all the competencies in either a domain or level. The full array of competencies will likely be evident only when looking at a whole program or community team. On a continuum, hiring agencies and supervisors should determine which competency domains and levels they require for particular positions.

Workforce competency documents can be used for a variety of purposes. They can be used to assess learning needs of students, employees, and whole programs or teams. They can be used to develop or evaluate professional development curricula, or as a tool for supervision and mentoring support.

It is our plan to use these competencies for workforce development, including assessing the current workforce strengths and needs to develop training and coaching options that address areas

of need and sustain areas of strength, and to embed the competencies in pre-service programs and coursework that individuals may access to meet licensing requirements.

Competencies by Domain

1. Family-Driven and Youth-Guided Practice

Professional staff working in children's behavioral health must possess considerable knowledge and skill in the domain of family-driven and youth-guided care. This domain includes the knowledge and skills required to promote a culture within an agency or organization that demonstrates in both clinical practices and administrative policy a deliberate, organized process to engage families, children, and youth at all levels in a meaningful way. By embedding the knowledge and skills of a family-driven and youth-guided system of care approach into practice, professional staff will support the social and emotional development of children, youth, and their families.

Foundational Level Competencies

A. Engagement & Partnering

Understands the importance of partnering as equals with youth and families.

Understands Family-Driven and Youth-Guided Systems of Care, including: 1) family as the experts on their child; 2) family as equal partners; 3) families' cultural preferences; 4) strengths and needs of the family; 5) partnership at all levels (individual family, policy, community).

1. Effectively engages the youth (as developmentally appropriate) and family as equal partners in decision making and implementation process.
2. Recognizes the strengths, competencies, and needs of the youth and family in determining supports and services.
3. Respects and acknowledges the perspectives of the youth and family about what is needed and what works best even when it contradicts traditional treatment models.

4. Respects and includes the dreams and goals of each child, youth, and family in services and supports even when team members have different opinions about whether they are realistic possibilities.
5. Provides opportunities for success and building resilience.
6. Provides relevant information and data to youth and family to assist them in decision making.
7. Practices open, honest, sensitive communication skills using jargon-free language.
8. Supports the youth and family's efforts to direct their own care.
9. Jointly sets goals and desired outcomes for treatment with the youth and family.
10. Includes the youth and family in monitoring the treatment plan.
11. Assists the youth and family to understand their rights and responsibilities in the treatment process.
12. Explains the agency grievance policy to youth and families and ensures that all families understand the manner in which grievances can be addressed.

B. Leadership

Understands the importance of youth and families as equal partners and leaders in organizational or systems change efforts.

13. Shares information about youth and family leadership training and supports their participation.
14. Promotes and encourages youth and families to provide input and feedback, and participate in agency/organization policy/program decision making.
15. Links youth and family with leadership training opportunities.

Intermediate Level Competencies

A. Engagement and Partnering

Knows how to deliver difficult information in a way that is respectful of families.

Understands how to integrate the principles, values, and philosophy of family-driven and youth-guided supports into practice.

1. Models how to provide the family-driven and youth-guided approach.
2. Includes youth and family voice, including their expressed goals, needs, and strengths, in the development, monitoring, and modification of the treatment plan.
3. Effectively maintains engagement with youth and family when approaching areas of treatment that may present as threatening and/or emotionally sensitive.
4. Develops new ideas and solutions to meet the challenges of engaging and partnering with youth and families in the treatment process.

B. Leadership

Understands the importance of youth and family members taking leadership roles in systems change and service evaluation efforts.

5. Identifies and encourages family and youth to assume leadership roles.
6. Ensures at an organizational level that families and youth are identified to provide input and feedback to agency policies and practice, and that there is a process in place to support them to do so.

Advanced Level Competencies

A. Engagement and Partnering

Understands the value of engaging and partnering with families and youth at all levels within the system.

1. Creates a collaborative culture in the organization between families and professionals.
2. Trains and supervises staff to ensure that family-driven and youth-guided values and principles are integrated into their practice.

B. Leadership

Understands and is versed in current practices, research, and literature about family and youth

partnerships, leadership practices, and training opportunities.

3. Teaches partnering skills and provides ongoing coaching to staff in family and youth leadership.
4. Engages families in developing and implementing quality improvement processes within the agency/programs.
5. Advocates for families and youth to have authentic influence as members of agency/program boards and committees.
6. Creates opportunities for youth to have a voice in the development and implementation of policy and practice within the agency/programs.
7. Connects families and youth with the statewide family/youth organizations to engage in system change work on the state and federal level.
8. Provides opportunities for staff, youth, and families to receive training to build family/youth and leadership skills and opportunities.

2. Cultural and Linguistic Competence

Staff working in children's behavioral health must possess considerable knowledge and skill in the domain of cultural and linguistic competence. Cultural and linguistic competence is one of the core values of systems of care. Cultural Competence is defined as "the integration of knowledge, information and data about individuals and groups of people into clinical standards, skills, service approaches and supports, policies, measures and benchmarks that align with the individual's or group's culture and increases the quality, appropriateness and acceptability of healthcare and outcomes." (adapted from Cross, et al., 1989) Linguistic Competence is defined as "the capacity of an organization and its personnel to communicate effectively and convey information in a manner that is easily understood by diverse audiences including those of limited English proficiency, those who have low literacy skills or are not literate, individuals with disabilities, or those

who are deaf or hard of hearing.” (Goode & Jones, 2009).

Foundational Level Competencies

A. Cultural Competence

Knowledge

- Aware of cultural groups in the service area and knows where and how to gain more information.
- Understands the importance of responding, communicating, and engaging effectively with each family and child given their cultural histories, experiences, current circumstances, routines, preferences, beliefs, and values.
- Understands the different types of barriers that children, youth, and families may face, including the socio-political and socio-cultural environment, and how those barriers relate to their perspectives of the behavioral health, education, justice, child welfare, and other systems.
- Has knowledge of culturally responsive practice and the limitations of commonly used behavioral health practices with people from diverse backgrounds.
- Knows when one has a cultural or skill mismatch with a child, youth, or family and seeks supervision to address the situation.

Skills

1. Able to articulate one’s own values, beliefs, and biases and works to become more aware of implicit biases.
2. Interacts with families and children in a manner that demonstrates respect, sensitivity, and empathy each child, youth, and family’s culture.
3. Effectively engages each child, youth, and family based upon their unique life experiences and developmental stages.
4. Accesses help and information from colleagues, mentors, and supervisors to increase cultural competency and knowledge of resources in the community.

5. Utilizes interventions that are appropriate to the child’s, youth’s, and family’s culture and experiences.
6. Provides information and resources that value the child, youth, and family’s culture.
7. Effectively articulates the needs of individuals who are faced with challenging socio-political and socio-cultural circumstances.
8. Demonstrates a non-judgmental approach to all families and children.
9. Builds the family’s awareness of and linkages to resources within the family’s cultural community, including natural supports.
10. Refers child, youth, and family to another practitioner or agency when there is a cultural or skill mismatch.

B. Linguistic Competence

Knowledge

- Understands the basic steps to language acquisition.
- Understands how to recognize the communication needs of people being served, including people with disabilities, English Language Learners (ELL), people with limited English proficiency (LEP), and/or those who are deaf or hard of hearing.
- Understands the difference between interpreters and translators.

Skills

1. Recognizes the need for an interpreter for spoken language (including sign language) and translator for written documents.
2. Knows how to access interpreters and translators in their organization or community.
3. Knows how to appropriately use translators and interpreters for meaningful communication access.
4. Advocates for policies and procedures in one’s agency that ensure equitable communication access.

Intermediate Level Competencies

A. Cultural Competence

Knowledge

- Knowledge of the top cultural groups in the service area, and how to convert this information into culturally competent practice.
- Understands the array of culturally diverse populations, to include race, ethnicity, creed, gender, sexual orientation and gender identity, disability, and financial status and understands the attitudes, barriers, and biases that impact their engagement.
- Knows the resources available to assist families with issues related to discrimination and/or prejudice.
- Understands the political and cultural barriers that families face.
- Understands and continuously compiles and assesses information about the client and community population's culturally-specific needs, values, traditions, and routines and advocates for increased training.
- Knows of the culturally and linguistically appropriate services in the region and state.

Skills

1. Articulates the values, beliefs, heritage, traditions, norms, and biases of several other cultures in the service area.
2. Develops information and resources that value the child, youth, and family's culture.
3. Knows how and reaches out to cultural leaders and cultural brokers for information and assistance, when appropriate.
4. Engages each child, youth, and family with respect to cultural and linguistic differences in the context of each individual's and family's beliefs and values.
5. Able to adapt validated tools to the specific needs of each family.
6. Engages and communicates effectively with each family about behavioral health and

wellness and the behavioral health service system.

7. Advocates for and empowers each family how to self-advocate within the political and cultural contexts in order to ensure equitable access to supports and services in their communities.
8. Develops information and creates an environment that promotes understanding of the needs of culturally and linguistically diverse families.
9. Continuously improves one's skills in relation to culturally and linguistically appropriate practices.
10. Builds the family's awareness of and linkages to resources within the family's cultural community, including natural supports.
11. Contributes to a working culture that values diversity and demonstrates respect for people from all races, ethnicities, creeds, genders, sexual orientation and gender identities, disabilities, and financial status.

B. Linguistic Competence

Knowledge

- Understands the importance of and knows the community-based resources to assist the family, child, or youth who may have communication access needs, be ELL, or have LEP.
- Understands the legal requirements for accommodating individuals who require interpreters, alternate forms of communication, or other accommodations.

Skills

1. Documents the provision of communication supports and services.
2. Recognizes and obtains the appropriate services when vital documents need to be translated.
3. Ensures that all agency materials and communication methods are accessible to all members of the population.

Advanced Level Competencies

A. Cultural Competence

Knowledge

- Working knowledge of the top 5 cultural groups in the agency's service area, and understands their cultural values and behavioral health beliefs.
- Analyzes data about underserved populations.
- Knows the population data of those served by the agency, disaggregates by race, ethnicity, language, sexual orientation, gender identity, disability, age, and other items.
- Knows how to work with and approach cultural leaders and brokers effectively, with an understanding of their capacity and needs.
- Knows and understands all state and federal legislation, regulations, and mandates that address human, civil, and client rights.

Skills

1. Articulates the values, beliefs, heritage, traditions, norms, and biases of at least 5 prominent cultural groups in the service area.
2. Researches and utilizes best practices for population-based data collection and analysis (such as ACA Section 4302).
3. Works in partnership with cultural leaders, ethnic community-based organizations, and cultural brokers to enhance supports, interventions, policies, and procedures in order to improve access, use, and outcomes for underserved populations.
4. Ensures that staff who collect the population data are trained regarding appropriate data collection from individuals regarding race, ethnicity, creed, sexual orientation, gender identity, disability, and financial status.
5. Develops and trains internal and external staff on culturally appropriate practices, supports, and interventions, in partnership with cultural leaders, when appropriate.

6. Develops and shares information about culturally appropriate resources with co-workers.
7. Organizes, administers and analyzes the results of a CLC organizational assessment at least once every two years. Identifies disparities and disproportionality, develops strategies, and creates an action plan to address issues (need to define disparity versus disproportion).
8. Consults with peers and staff about issues related to institutionalized discrimination and disadvantage.
9. Promotes inclusion, supportive services, and access to opportunities for all children, youth, and families with behavioral health concerns at the agency, community, and state levels.
10. Assesses the cultural skills of staff and develops or procures training in cultural competency, when indicated.
11. Reviews and revises policies and procedures in one's agency that ensures equitable communication access.
12. Works to achieve a workforce that reflects the demographics of the organization's service area.

B. Linguistic Competence

Knowledge

- Understands the need for and purpose of a comprehensive communication access plan.
- Has knowledge of methods to check for language proficiency.
- Has knowledge of local communication access providers.
- Understands the need to have access to a variety of modes of interaction when working with people with communication needs including ELL, people with LEP, and those who are deaf and hard of hearing (for example, in person, over the phone, VRI) and including the preferences of the child, youth, and family.

Skills

1. Trains others in communication access procedures and resources.
2. Writes, maintains, and updates the agency's communication access plan.

3. Childhood Development and Disorders

Professional staff working in children's behavioral health must possess considerable knowledge and skill in the domain of child development and disorders. This domain includes the skills and knowledge needed to understand the major theories of and factors that affect positive child and adolescent growth and development, including the importance of positive adult/child relationships. Professionals should understand social, emotional, and brain development and the effect of environment and individual temperament on the child's relationships, communication, and behavior. Professionals should have knowledge of the mental health diagnoses and the underlying causes and manifestations of disorders in children and adolescents in order to design and implement positive strategies to assist the child and family.

Foundational Level Competencies

A. Child and Adolescent Development

Understands the basic milestones of child and adolescent development.

1. Recognizes the characteristics and benchmarks of a typically-developing child or youth.
2. Identifies significant indicators of potential development problems or challenges.

Knows major theories of child and adolescent development.

3. Recognizes and responds effectively to each child's and youth's developmental differences.

Understands the importance of cognitive development in children and adolescents.

4. Applies knowledge of cognitive development to work with children, youth, and families.

B. Childhood Disorders

Understands the common behavioral disorders of childhood and adolescence (as per current edition of the Diagnostic and Statistical Manual).

5. Matches the development and implementation of strategies to the child's or youth's strengths and needs.

Understands the general characteristics of childhood disorders.

6. Recognizes areas of concern regarding potential symptoms or disorders and discusses with supervisor.
7. Recognizes significant threats to the health and well-being of child or adolescent, including factors related to possible self-harm or suicide, and discusses with supervisor.

Understands that multiple factors that impact the needs of children and youth with emotional/behavioral challenges.

8. Accurately identifies the environmental, historical, and cultural factors that may be impacting the strengths and needs of the child, youth, and family.

C. Substance Use

Understands common indicators of substance use and abuse in families and youths and the potential adverse impacts upon child and adolescent development.

8. Recognizes situations when substance use may be present and may affect child or youth and seeks supervision.
9. Recognizes situations when the adverse impact of alcohol and substance use may be present during pregnancy and seeks consultation with supervisor.

Intermediate Level Competencies

A. Child and Adolescent Development

Understands the interplay between the milestones of and the specific environmental, community, and individual factors that affect child and adolescent development.

1. Effectively communicates information about the milestones of child and adolescent development to families to help them better meet their child's social/emotional needs.

Understands how trauma and Adverse Childhood Events (ACES) can affect cognitive and overall child and youth development.

2. Incorporates knowledge of trauma and other environmental factors in assessment and treatment planning.
3. Identifies, provides, and refers child and family to appropriate additional supports and services to address each child's developmental needs.
4. Incorporates information about child and adolescent brain/cognitive/emotional development and individual assessment into the development of the treatment plan.

B. Childhood Disorders

Understands the characteristics and manifestations of child and adolescent behavioral and developmental disorders.

5. Effectively communicates with the child, youth, family and team members information about the child's disorder and treatment based upon strengths and needs
6. Effectively plans with the child, youth, and family, to minimize significant risks to the health and well-being of the child or adolescent.

Understands the characteristics and markers of adult mental illnesses that may surface in adolescence.

7. Provides support and engages and communicates effectively with youth and family to ensure a seamless transition to adulthood.
8. Assists with the adult diagnostic process and effectively engages and communicates with youth and family when there is a concern that an adult mental or behavioral health issue is emerging.

C. Substance Misuse

Understands the major theories of addiction and how substance use impacts child and adolescent development.

9. Engages and communicates with the youth and family when there is a concern about substance use.
10. Incorporates the youth and family's needs and strengths related to substance use and abuse into treatment plan.
11. Provides education and engages youth and family in discussions about the adverse impact of alcohol and substance use during pregnancy or when parenting, including the negative effects on child development.

Advanced Level Competencies

A. Child and Adolescent Development

Possesses advanced and in-depth knowledge of the milestones of healthy child and adolescent cognitive/ brain and social/emotional development.

1. Supervises and trains staff to use developmentally appropriate practices and intervention strategies to support and address the child's and youth's development needs and strengths.
2. Supervises and trains staff in the implementation of treatment plans that support healthy development based on an understanding of cognitive/brain development and the child's, youth's, and family's needs and strengths.

B. Childhood Disorders

Possesses advanced and in-depth knowledge of childhood and youth disorders.

3. Supervises and trains staff in the development and implementation of treatment plans based on the child's, youth's, and family's needs and strengths.
4. Provides consultation to staff members regarding findings that are contrary to healthy child and youth development and supervises staff that are developing strategies to address needs.

5. Provides consultation to staff members and community agency colleagues on using knowledge of child and youth disorders to effectively engage child, youth, and family.
6. Provides supervision and consultation to staff and community agency colleagues about significant threats to child/adolescent health and well-being, including how to recognize and respond to suicide risk, threats, or attempts.

C. Substance Use

Has knowledge of the elements and features of specific evidence-informed substance use disorder treatments.

7. Provides training to staff in substance use disorders and their adverse impacts on child and youth development.
8. Provides training and supervision to staff members on effective treatments and research-supported practices for substance use prevention and intervention.

4. Screening, Assessment, and Referral

Professional staff working in children's behavioral health must possess considerable knowledge and skill in the domain of screening, assessment, and referral. Screening and assessment refers to the initial and ongoing process of determining the unique and changing needs and strengths of children and families to ensure they are provided the most effective care throughout treatment to achieve desired outcomes. This process may also provide data for program development and system improvement initiatives.

Foundational Level Competencies

A. Behavioral Health Assessment and Access

Understands the referral, intake, and eligibility determination process for behavioral health services and has a basic understanding of the agency's service array.

1. Explains the referral and intake and eligibility process to a parent or other caregiver, youth, and/or community member.

2. Identifies family needs and strengths, as part of a team with children, youth, and families.
3. Collaborates with a team, including youth and families, in the process of ongoing assessment.
4. Integrates existing clinical and functional assessments to support ongoing work with child, youth, and family.
5. Identifies and refers children, youth, and their family members with needs outside the center's area and/or level of expertise to the appropriate agencies and supports.

B. Safety and Risk Assessment/Screening and Management

Understands potential danger to self or others, including suicide, self-harm, homicide, and other risk and warning signs, and how to respond appropriately and when to seek supervision.

6. Responds to risk and safety situations in a timely and appropriate manner, with supervision.

Knows the risk and warning signals that may threaten a child's, youth's, or family's health and well-being.

7. Articulates the specific characteristics, warning signs, behaviors, and risk factors that may threaten the health and safety of children, youth, and families including risk of self-harm or suicide.

Understands the relationship between behavioral health and general health and wellness.

8. Works with family to identify general health care needs.
9. Identifies instances when the child may need other health services and discusses with supervisor to develop a plan of action

Understands the mandatory reporter requirements for abuse and neglect and knows how to report according to the law and the process.

10. Reports instances of suspected abuse or neglect according to the stated process and the state law.

11. Communicates with family/caregiver about the mandatory reporting process while maintaining family engagement.

Understands the impact of trauma, abuse, and neglect on the child and family.

12. Identifies signs of trauma, abuse, and neglect on the child and family and reports to the proper authority, with supervisory support.

Understands the Emergency Services and the Involuntary Emergency Admissions (IEA) process.

13. Refers to Emergency Services and gives information to enable assessment, in consultation with team and supervisor.

14. Explains the emergency services process to families or caregivers and supports them through the process.

Understands factors and risk related to domestic violence – how it impacts the family and safety issues.

15. Refers to domestic violence agencies and to police and DCYF, as appropriate.

Understands and can assess safety in the community.

16. Assesses risk in the community and uses this information in community-based work.

Knows the techniques to reduce risk in community-based work.

17. Takes steps to avoid situations where risk may be present.

Knowledge of substance use including impact on youth and the family.

18. Identifies signs of substance use and makes the appropriate referrals.

Intermediate Level

A. Behavioral Health Assessment and Access

Understands that assessment is an ongoing process to evaluate the unique needs and strengths of each child, youth, and family.

1. Continuously assesses, using a strengths-based, family-/child-centered approach, the changing needs of the child, youth,

and family and modifies the individualized service plan as needed.

2. Synthesizes information from a variety of sources to develop an accurate assessment.

3. Communicates assessment results and recommendations effectively to children, families, members of the clinical team, and other caregivers, in both oral and written formats.

Knows how to administer the formal assessment tools that are utilized by the state or local community behavioral health system for determining eligibility and outcomes.

4. Utilizes and implements, with fidelity, the approved formal and informal assessment tools for eligibility.

5. Uses formal assessment tools and data for clarifying diagnostic issues, for identifying case management needs, and to refer to evidence informed treatment interventions or refer to the appropriate expert.

Knows how to utilize the current Diagnostic and Statistical Manual (DSM) used to determine multi-axial diagnoses.

6. Uses the DSM to develop an accurate diagnosis.

7. Utilizes the DSM and effectively communicates findings with families, clinical staff, managed care, and governmental agencies, as needed.

Knows how to synthesize assessment information into a concise clinical formulation.

8. Writes an effective, usable, readable clinical formulation that includes family strengths, needs, cultural factors, and goals.

B. Safety and Risk Assessment/Screening and Management

Possesses a thorough understanding of depression, including warning signs, symptoms, prevalence, myths, risks, and protective factors.

9. Accurately identifies depression or other conditions that may put the child or youth at risk.

10. Conducts suicide and other of risk and designs timely referrals and interventions.

Knows how to identify and respond to requests for safety assessments.

11. Responds to emergency situations, according to the policies and procedures regarding domestic violence, trauma, and substance use established by the organization. Supports families throughout the process.

12. Effectively coordinates crisis response with families, clinical team members, emergency services, hospital emergency rooms, and inpatient facilities.

Understands and has had experience with the Involuntary Emergency Admission (IEA) process.

13. Supports families and the child or youth through the IEA process.

Possesses a thorough understanding of domestic violence, trauma, and substance use and the impact on child and family development.

14. Accurately identifies situations that include possible domestic violence, trauma, and substance use.

15. Develops and revises treatment plans and maintains effective treatment relationships with families who are reported for suspicions of abuse or neglect.

Understands the details of mandatory reporting of Sentinel and High Profile events.

16. Follows established organizational policies and procedures for reporting Sentinel and High Profile events to the Bureau of Behavioral Health.

Knows the risk factors associated with the potential for dangerous or violent behavior.

17. Follows policies and procedures on how to evaluate, respond to, and report possible dangerous situations, including duty to warn.

Advanced Level Competencies

A. Behavioral Health Assessment and Access

Has extensive knowledge and expertise in providing comprehensive behavioral health assessments to children and families with the most complex needs across a broad range of behavioral, developmental, and diagnostic categories.

1. Trains and supervises staff on how to provide comprehensive behavioral health screenings.
2. Provides consultation to help identify and resolve different points of view about how best to understand and assist children and families with the most complex needs.

Has extensive knowledge and experience with the Diagnostic and Statistical Manual (DSM).

3. Trains and supervises staff on how to use the DSM.
4. Engages and communicates with families, staff members and other stakeholders about diagnostic factors.

Has thorough knowledge about state and federal rules and regulations which impact the assessment process, including mastery of any tools that are mandated for determining eligibility and outcomes and fidelity of implementation.

5. Provides supervision, training, and consultation to staff using required assessment tools.

B. Safety and Risk Assessment/Screening and Management

Has extensive knowledge and experience with youth depression, domestic violence, trauma, and substance use.

6. Provides supervision, training, and consultation to staff in symptoms and assessments for youth depression, domestic violence, trauma, suicide risk, and substance use.
7. Provides supervision, training, and consultation to staff members and other stakeholders in risk assessment and management.

Possesses extensive knowledge and experience in providing safety assessments, including mastery of rules and regulations regarding criteria for admission to New Hampshire Hospital.

8. Serves as a resource to staff regarding the need for higher levels of care to address safety needs (such as hospitalization) and may facilitate the process.
9. Trains and supervises staff to recognize the need for higher levels of care, and how to facilitate the admissions/application process.

Has thorough knowledge and experience regarding the mandatory reporting of suspicions of child abuse and neglect and Sentinel and High Profile events, including essential knowledge of state laws and administrative rules.

10. Follows and serves as a resource for staff regarding the agency protocol for mandatory reporting and other types of high profile events.

Has extensive knowledge and experience in assessing the potential for dangerous or violent behavior, as well as how these factors may impact the location where services are provided.

11. Provides consultation and supervision to staff in high risk situations.

5. Treatment Planning, Interventions, and Service Delivery

Professional staff working in children's behavioral health must possess considerable knowledge and skill in the domain of treatment planning, interventions, and service delivery. This domain refers to the skills and knowledge necessary to develop, implement, monitor, and revise treatment plans, and to provide high quality behavioral health services to children, youth, and their families based upon their needs. Treatment providers need to be knowledgeable of and skilled in the use of evidence-based, evidence-informed, professionally-accepted, and effective behavioral health strategies and practices in their work with children and families.

Foundational Level

A. Treatment Planning

Understands the values and principles of family-driven and youth-guided care and how they are integrated into all aspects of the treatment process.

Knows basic treatment modalities and the application of each (knows what they are and who they are for).

1. Describes approaches and models for individual therapy, family therapy, group therapy, therapeutic behavioral supports, family support, case management, and crisis management.

Understands the importance, purpose, and structure of the treatment planning process.

2. Formulates measurable goals.
3. Uses the treatment plan to assess progress and need for ongoing services.
4. Builds on strengths, needs, and resiliency of youth and families.

Understands the importance of supporting youth and families to identify their own priorities/goals.

5. Helps youth and family to identify their goals.

Understands the connection between positive child and youth development and positive relationships and environments.

6. Implements practices and treatment plan objectives that prioritize the development of positive behavior.
7. Implements practices and treatment plan objectives that prioritize the development of positive relationships with peers, family members, teachers, and other social supports.

B. Interventions

Understands strategies and skills to engage child, youth, and family in the therapeutic relationship.

8. Provides support and education to family members/caregivers to promote their child's resiliency.

Knows the basic applications and effects of psychotropic medication used with children and youth.

9. Explains the purposes and appropriate uses of medications before and during use to families and youth.

Knows the evidence based and informed practices utilized in the mental health center.

10. Explains the services and supports provided by the mental health center to the family, youth, and other providers.

11. Provides accurate basic information and support to the youth and family about evidence-based and informed practices provided by the mental health center.

Knowledgeable in techniques and strategies for de-escalation, reduction of risk, and crisis management.

12. Applies and models basic de-escalation techniques when working with children, youth, and families and uses crisis management skills to avoid escalation.

Understands a broad range of strategies to promote child and youth behavioral health and wellness, and to ameliorate or reduce symptoms and behaviors that impair an individual's ability to function in an age- and developmentally appropriate manner.

13. Implements basic cognitive behavioral strategies, such as problem solving, parenting strategies, effective communication, modeling, coaching, affect management/calming down, reinforcement, shaping, identifying strengths and stressors, and limit setting.

Knowledgeable in basic positive communication techniques, such as active listening, problem-solving, and modeling, among others.

14. Models positive communication techniques when working with children, youth, and families.

Is familiar with the risk and protective factors associated with level of functioning among children and youth.

15. Communicates information and data with family/caregivers and team members about behavioral needs, strengths, concerns, and progress.

Understands basic behavioral theory, including function, triggers, antecedents, context, and ways to intervene.

16. Identifies the need for and consults with supervisor to facilitate referrals for additional behavior supports and services when indicated.

17. Implements strategies and interventions that promote pro-social behaviors and inclusion.

Understands the importance of continually reassessing, changing interventions, and planning as needed to fit the situation.

18. Changes approach and intervention based on ongoing assessment with consultation with supervisor.

19. Participates and offers helpful information as a member of the youth's or family's team.

Understands models for engagement and the importance of promoting readiness for change.

20. Adjusts interventions and strategies in response to the needs of the child, youth, and family, and with the support of the team and supervisor.

Knows the agency's model and process for Targeted Case Management.

21. Explains, refers to, and utilizes Targeted Case Management when needed.

Intermediate Level Competencies

A. Treatment Planning

Understands the importance of and how to develop family-driven, youth-guided, strengths-based treatment plans.

1. Engages and communicates effectively with children, youth, and families as partners in the treatment process.

Knows how to engage and partner with youth and families in a therapeutic contract.

2. Develops treatment plans in partnership with families and youth that focus on the unique

interests, strengths, and needs of the youth and family.

Knows how to match youth and family strengths and needs with specific interventions and techniques.

3. Matches objectives and interventions to youth and family strengths and needs.
4. Develops treatment plan objectives that prioritize the development of positive relationships with peers, family members, teachers, and other social supports.

Understands how clinical assessment guides the development of the treatment plan.

5. Develops treatment goals and objectives that are consistent with clinical presentation and generally accepted standards of care or evidence based principles.
6. Uses clinical assessment as a guide in development of treatment goals and objectives.

Understands the connection between services and goals and objectives.

7. Develops treatment plan objectives that outline strategies and interventions that match the child, youth, and family's goals, strengths, and needs.

Knows how to develop and write observable, measurable objectives.

8. Writes measurable goals and objectives that include timeframes, provider, and frequencies.
9. Develops criteria for reaching the goals with the child, youth, and family and incorporates those criteria into the treatment plan.
10. Monitors, with involvement of child, youth, family, and other key team members, the progress towards treatment objectives quarterly and modifies plan as needed.

Understands the relationship between goals and objectives and criteria for discharge.

11. Uses treatment plan to assess progress and to determine readiness for discharge.

B. Interventions

Understands family systems models, theories of child/youth/family therapy, and how to apply theories in practice.

12. Provides clinically appropriate individual, group, and family therapy.

Understands clinical theories and the importance of using strategies that are based upon theory and research.

13. Provides evidence-informed, evidence-based, professionally-accepted, and effective clinical services and interventions.

Understands the impact of and resources for treatment of substance use disorders on youth and families.

14. Accurately identifies and provides services and interventions in collaboration with youth and families to address substance use disorders OR facilitates a referral to an appropriate provider.

Understands how trauma impacts families, children, and youth in the treatment relationship.

15. When clinically indicated, provides treatment models that address trauma related issues.

16. Develops and implements positive behavioral strategies and interventions that are sensitive to how trauma impacts behavior in children, youth, and families.

Understands cognitive behavioral therapy, practice, and interventions.

17. Effectively uses cognitive behavior strategies within a treatment context.

Understands Targeted Case Management services and supports.

18. Identifies the need for case management and provides referral and outreach for community-based services and supports such as economic, housing, vocational, education, culturally relevant, and other resources.

Has knowledge of parenting and behavioral management skills and theories and how to use

these effectively with children and youth with complex behavioral and emotional needs.

19. Provides interventions and supports for families and significant others that will improve the relationship of the child/youth with family members.

Understands the importance of and how to develop, facilitate, and work effectively with family/youth teams.

20. Works with youth and family to support and develop individualized teams, including natural supports such as extended family members and others who are important to the success of the child/youth.
21. Facilitates the team process so that the strengths, needs, and dignity of the child, youth, and family are the focus of the work.

Understands importance of natural supports and community activities/interventions that are culturally effective.

22. Facilitates and builds support for the use of natural supports and resources.
23. Promotes the use of community resources and activities and matches supports with regard to each youth's and family's cultural and situational needs and strengths.

Understands behavioral analysis and theory, including function, triggers, antecedents, contexts, principles, practices, and evidence-informed interventions.

24. Develops behavior plans designed to prevent problem behavior and promote positive behaviors.
25. Includes behavior strategies and/or behavioral interventions in treatment plans based on the needs and strengths of the child, youth, and family.
26. Assesses and adjusts behavioral interventions and practices frequently to ensure positive social and emotional outcomes for the child, youth, and family.
27. Chooses strength-based, pro-social behavioral approaches when planning and implementing behavior interventions.

Advanced Level Competencies

A. Treatment Planning

Knows the rules and regulations governing the treatment planning process.

1. Supervises and trains staff in the development and writing of treatment plans.

Has knowledge and extensive experience in the development and assessment of effective treatment plan development, implementation, and review processes.

2. Monitors treatment plans and makes recommendations to ensure positive outcomes.
3. Oversees, designs, and directs systems and processes within the agency for treatment planning development and review.
4. Assesses the quality of treatment planning and implementation, and assesses treatment outcomes in order to recommend and implement system and practice improvements.

B. Interventions

Has knowledge, training, and expertise in the models, theories, and effective practices of clinical supervision.

5. Provides high-quality clinical supervision and consultation both internally within the behavioral health system and externally within the child serving community.

Knows effective consultation models and practices.

6. Provides consultation to outside agencies in specific behavioral health practices and interventions, including cognitive behavioral therapy.

Has expertise, training, and knowledge of current literature and research on the importance of family-driven and youth-guided principles and practices, and how they can be integrated with clinical theories and interventions.

7. Provides training, supervision, and consultation to staff on family-driven and youth-guided principles and practice.

8. Develops new practice models, processes, and systems within the agency and with other providers in order to improve practice that reflects family-driven and youth-guided principles and practice.

Understands the complex cultural, behavioral, psychological, and environmental factors that can influence behavior in children, youth, and families.

9. Teaches and supervises staff and clinical supervisors in the development and delivery of behaviorally-based interventions.

Has been trained in one or more specific research-based behavior interventions.

Has expertise and training in several evidence informed/evidence-based practices.

10. Implements evidence informed/evidence-based interventions with fidelity.
11. Continuously assesses/monitors the implementation of systems that support the delivery of evidence-informed/evidence-based practices within the agency, and trains and supervises staff in those systems.
12. Works effectively with children and families with the most significant and complex support needs.
13. Continuously assesses the implementation of systems that support how specialized interventions are matched and provided to specific populations.
14. Provides consultation on complex child and family situations to staff within and outside the agency.

6. Systems Knowledge & Collaboration

Professional staff working in children's behavioral health must possess considerable knowledge and skill in the domain of systems knowledge and collaboration. Systems knowledge and collaboration reflects and recognizes the fact that children and youth and their families often experience involvement in multiple child-serving systems, as well as in community-based recreation and other activities. In order for children and youth to experience positive

development and good outcomes, all facets of their daily lives must be considered. Therefore, professionals must know how to include providers, mentors, and other individuals involved with a child or youth as part of their team for planning purposes, and know how to coordinate services and supports in order to increase efficiencies and positive outcomes.

Foundational Level

A. Public Child-Serving Systems

Understands the basic rules governing public child-serving systems, including juvenile justice, child protection, education, and special education.

Understands the role of workers within the public child-serving systems.

1. Communicates effectively with families about the systems with which they may be involved.
2. Knows who to contact at the offices of other child-serving agencies if there are questions about that system or about family-specific issues, and assists in facilitated referrals for families.

B. Community Resources

Knows of a wide variety of public and private resources, including those to meet basic needs and other necessary supports (family supports, financial, food, housing, clothing, faith based, recreational activities, etc.).

3. Assists families to identify their resource needs, access community resources, and increase their capacity to access resources independently.
4. Refers families and youth to family and youth organizations for family to family or peer to peer support and education, recognizing their value to the child, youth, and family.

Understands the eligibility and referral process for these community resources.

5. Facilitates and coordinates referrals for families to community resources.

Understands the vital role community and natural supports and resources play in the life of children, youth, and families.

6. Effectively assists families and youth to identify and connect with natural supports and services that will provide greater quality of life and can enhance resilience and opportunities for success.

C. Development of Relationships with Other Systems and Resources

Understands the importance of building and nurturing positive relationships with people at other public and community agencies.

7. Builds positive relationships with individuals at other agencies.

Understands the importance of working in teams.

8. Works effectively as a team member.

Knows the System of Care Values and Principles.

9. Coordinates services and supports that demonstrate family-driven values when planning and providing services.
10. Demonstrates System of Care Values and Principles in all facets of daily work.

Intermediate Level

A. Public Child-Serving Systems

Understands the laws, rules, mandates, and planning processes for the special education, child protection, juvenile justice, and developmental disabilities systems, among other child-serving agencies.

Understands the interplay between mandates and resources of the various public child-serving systems.

1. Educates families about regulations and the roles and limitations of ancillary public systems in which they may be involved.
2. Facilitates a family-driven plan that draws on resources available through access to multiple systems.
3. Promotes planning among agencies and community resources that is effective, non-duplicative, and consistent with the goals

and needs of the family and child/youth, with input from the team.

Understands the rules and regulations governing benefits for children and families (i.e., Medicaid, Medicare, financial assistance, local assistance, housing benefits, work incentives, and post-secondary education assistance, among others).

4. Assists families and youth to apply for and, if eligible, comply with eligibility redeterminations for critical public benefit programs.

Understands System of Care philosophy and values.

5. Integrates System of Care values and principles in all aspects of work and is able to provide consultation to others in this area.
6. Provides supervision to staff in a manner that enhances the ability and commitment of staff to work in concert with the System of Care Values and Principles.

B. Community Resources

Is familiar with the principles of best practices in person or family centered planning.

7. Uses family-driven or youth-guided planning to develop goals and objectives with the youth and family.
8. Incorporates support from other child serving agencies, community resources, and natural supports in the plan.

C. Development of Relationships with Other Systems and Resources

Understands resources beyond the local community, such as state and federal resources, and the eligibility and application processes.

9. Seeks supervision to access resources beyond the local level when faced with system barriers that challenge the ability of family teams to achieve optimal outcomes.
10. Provides a clinical perspective to the team process, balanced with an understanding of the youth and family perspective.

Advanced Level

A. Community Resources

Knows at least one best practice in person or family-centered planning.

1. Educates family or youth about family-driven and youth-guided planning and works to maximize contributions and resources of all team members to build a plan that is effective.
2. Maintains fidelity when implementing an evidence-based planning model such as Wraparound.
3. Exhibits high level skills in the art of facilitation of the planning and team process.
4. Mediates and resolves systemic differences or differences of opinion and approaches among team members in complex situations (including multiple public and private members).

Understands skills and tools necessary to orient and train others in family-driven and youth-guided planning processes.

5. Teaches and models the collaborative team process, conflict resolution, negotiation, and problem solving.
6. Trains, orients, supports, and mentors others as they implement best practices in the family-driven and youth-guided planning processes.

Understands Systems of Care Values and Principles in the context of multi-stakeholder planning and policy initiatives.

7. Effectively engages and leads stakeholders in multi-system initiatives related to systems change, policy groups, and improvement initiatives at the regional or local level.
8. Participates in multi-stakeholder initiatives related to systems change and improvement at the state or national level.
9. Represents local strengths and concerns regarding systems change in such a way as to ensure needs of the field are taken into account in such initiatives.

7. Quality Improvement, Professionalism, and Ethics

Professional staff working in children's behavioral health must possess considerable knowledge and skill in the domain of quality improvement, professionalism, and ethics. Professional staff must know how to work with and collaborate with individuals from diverse backgrounds and perspectives, and must understand the importance of self-reflection and continuous improvement for the benefit of individual children and youth, and for the agency as a whole. Staff members use data to support positive health outcomes. Staff must keep current with professional knowledge, standards, and practice, and ensure that the privacy and dignity of all individuals are respected.

Foundational Level Competencies

A. Ethics and Confidentiality

Understands the importance of and reasons for privacy and confidentiality.

1. Displays and maintains confidentiality and respect of privacy at all times.
2. Follows policies for confidential record keeping and documentation.
3. Follows proper procedures for obtaining consents.

Understands mandatory reporting requirements.

4. Follows mandatory reporting requirements.

Understands personal and professional boundaries and why they are important.

5. Maintains professional boundaries and seeks supervision as appropriate.

B. Self-Assessment and Professional Development

Understands the importance of self-reflection and use of supervision in delivering effective services to children, youth, and families.

6. Demonstrates the ability to examine and reflect upon one's own values, biases, strengths, and attitudes in working with children, youth, and families.

7. Articulates and seeks assistance with situations that cause personal reactions with children, youth, and families.

8. Appropriately seeks and utilizes ongoing supervision, consultation, and mentoring activities.

Is familiar with the children's behavioral health competencies.

9. Identifies one's strengths and needs in relation to the foundational level competencies.

Understands the importance of professional development.

10. Participates in professional development activities.

C. Outcomes and Quality Improvement

Knows the agency's documentation requirements.

11. Completes required documentation in an accurate, efficient, and comprehensive manner.

Understands the purposes and uses of data, systematic review, and formal assessments to improve practice with children, youth, and families.

12. Uses data to assess and improve the effectiveness of one's practice.

D. Health and Safety

Understands the required health and safety policies and procedures.

13. Completes the basic and required health and safety training.

14. Follows all health and safety procedures, as required by agency, state, and federal regulations.

Knows the basic crisis responses for safety.

15. Responds to crisis situations in a calm and appropriate manner.

E. Work Organization

Understands time management.

16. Effectively manages time to meet the needs of children, youth, and families, and expectations of the position.

Knows the required billing, case, and data documentation procedures.

17. Completes required documentation accurately and on time.

Understands the importance of team participation.

18. Participates in and contributes to the enhanced effectiveness of team activities.

19. Works effectively and appropriately with colleagues and as a member of family teams.

Intermediate Level Competencies

A. Ethics and Confidentiality

Understands the importance of privacy relative to the cultural needs of individual children, youth, and families.

Understand the basic requirements of the HIPAA.

Understands other agency laws and policies governing client privacy, documentation, and confidentiality (e.g., FERPA, IDEA, federal substance use policies).

1. Ensures that client rights, including the right to informed consent, have been communicated to all families and individuals.
2. Ensures that all consent, application, and eligibility forms are up to date.
3. Explains to families the laws and rules that govern confidentiality and mandatory reporting so that families make informed decisions about disclosure.

Understands techniques that honor personal and professional boundaries and their relationship to unconditional care.

4. Engages families, children, and youth while maintaining professional boundaries.

B. Self-Assessment and Professional Development

Understands the importance of continuous self-assessment, reflection, and professional growth.

5. Continuously examines own practice relative to best practice and cultural sensitivity.
6. Models reflective practice techniques.

Understands the importance of continuous growth and study in one's area of practice, including connecting with the current research and literature.

7. Identifies areas of one's own strengths and needs in relation to the intermediate level competencies.
8. Follows the Code of Ethics in one's discipline.
9. Pursues and obtains professional licenses and certifications in consultation with supervisor.
10. Participates in and actively seeks trainings designed to improve one's practice on an ongoing basis.
11. Reads current research and literature and incorporates into practice.

C. Outcomes and Quality Improvement

Recognizes the importance of program and practice evaluation and Continuous Quality Improvement.

12. Participates in and contributes to agency and community efforts designed to improve service quality.

Understands the data and analysis processes for the most common practices provided by the agency.

13. Collects and reflects on data that shows that one is meeting the needs of clients in an effective and timely manner.

Understands that assessment is an ongoing, dynamic process designed to improve services to each child, youth, and family.

14. Brings experiences with and knowledge of children, youth, and families to inform the improvement of policies and practices at the agency level.

D. Work Organization

Understands the organization's systems, policies, and techniques for managing one's workload while effectively supporting children, youth, and families.

15. Organizes one's own time and tasks to ensure that children, youth, and families are served in a timely and effective manner.

Understands or knows basic supervisory techniques.

16. Supervises, as directed by supervisor, agency staff members and completes staff evaluations as required.
17. Serves as a role model and mentor for staff.

Advanced Level Competencies

A. Ethics and Confidentiality

Researches and fully understands compliance with all laws and policies that govern ethics and confidentiality.

1. Supervises and trains staff in all aspects of confidentiality and ethics.
2. Provides consultation internally and externally regarding family rights and confidentiality.
3. Identifies ethical dilemmas and manages them appropriately.

B. Self-Assessment and Professional Development

Has knowledge of theoretical and conceptual models for self-reflection and professional behavior.

4. Provides leadership, modeling, and guidance to promote a culture of self-reflection among staff and teams.
5. Offers opportunities for staff to learn about, reflect upon, and analyze complex issues related to practice, ethics, and supports given to children, youth, and families.
6. Trains and supports staff to adhere to codes of ethics.

Understands the current literature on and opportunities for training in the trends, practice,

and research-supported practice models that reflect Systems of Care values in behavioral health care for children and youth.

7. Brings information from the current literature, research, and policies to agency staff.
8. Provides and facilitates opportunities for staff members to self-assess and develop relevant professional development goals.
9. Seeks out, supports, and facilitates staff participation in relevant professional development activities.
10. Models positive constructive feedback and communication techniques in supervision.
11. Constructs an individualized professional development plan with supervisees, focused on the individual's professional growth needs.

C. Outcomes and Quality Improvement

Understands the agency's Quality Improvement system.

12. Identifies when treatment and service goals and objectives are or are not being met and intervenes appropriately.

Understands how to evaluate service quality.

13. Collects and analyzes data to assess the quality of service delivery to children and families and uses those data to communicate with supervisees in order to improve outcomes for children, youth, and families.
14. Designs and analyzes the effectiveness of team processes.

D. Work Organization

Understands the formal and informal hierarchies and structures within the agency.

15. Provides direct supervision, consultation, and education to staff around time management, work organization, and administrative functions.
16. Develops structures to support direct service staff to provide one or more research-supported practices.

17. Analyzes data and provides reports that address issues of service efficiency and effectiveness.

18. Communicates expectations in a clear and direct manner with all staff.

Competencies by Level

Foundational Level

The competencies at the Foundational level reflect the knowledge and skills that all individuals who provide direct services to children/youth with behavioral health needs and their families should possess to ensure quality outcomes. Various competencies at the Foundational level may also be applicable to individuals who have initial contact with children, youth, and families, including intake workers and support staff members at the discretion of the agency. Staff members who possess Foundational level knowledge and skills are continually supervised and receive ongoing professional development.

Family-Driven and Youth-Guided Practice

A. Engagement and Partnering

Understands the importance of partnering as equals with youth and families.

Understands family-driven and youth-guided Systems of Care, including: 1) family as the experts on their child; 2) family as equal partners; 3) families' cultural preferences; 4) strengths and needs of the family; 5) partnership at all levels (individual, family, policy, community).

1. Effectively engages the youth (as developmentally appropriate) and family as equal partners in decision making and implementation process.
2. Recognizes the strengths, competencies, and needs of the youth and family in determining supports and services.
3. Respects and acknowledges the perspectives of the youth and family about what is needed and what works best even when it contradicts traditional treatment models.
4. Respects and includes the dreams and goals of each child, youth, and family in services and supports even when team members have different opinions about whether they are realistic possibilities.

5. Provides opportunities for success and building resilience.
6. Provides relevant information and data to youth and family to assist them in decision making.
7. Practices open, honest, sensitive communication skills using jargon-free language.
8. Supports the youth and family's efforts to direct their own care.
9. Jointly sets goals and desired outcomes for treatment with the youth and family.
10. Includes the youth and family in monitoring the treatment plan.
11. Assists the youth and family to understand their rights and responsibilities in the treatment process.
12. Explains the agency grievance policy to youth and families and ensures that all families understand the manner in which grievances can be addressed.

B. Leadership

Understands the importance of youth and families as equal partners and leaders in organizational or systems change efforts.

13. Shares information about youth and family leadership training and supports their participation.
14. Promotes and encourages youth and families to provide input and feedback, and participate in agency/organization policy/program decision making.
15. Links youth and family with leadership training opportunities.

Cultural and Linguistic Competence

A. Cultural Competence

Knowledge

- Aware of cultural groups in the service area and knows where and how to gain more information.
- Understands the importance of responding, communicating, and engaging effectively

with each family and child given their cultural histories, experiences, current circumstances, routines, preferences, beliefs, and values.

- Understands the different types of barriers that children, youth, and families may face, including the socio-political and socio-cultural environment, and how those barriers relate to their perspectives of the behavioral health, education, justice, child welfare, and other systems.
- Has knowledge of culturally responsive practice and the limitations of commonly used behavioral health practices with people from diverse backgrounds.
- Knows when one has a cultural or skill mismatch with a child, youth, or family and seeks supervision to address the situation.

Skills

1. Able to articulate one's own values, beliefs, and biases and works to become more aware of implicit biases.
2. Interacts with families and children in a manner that demonstrates respect, sensitivity, and empathy for each child, youth, and family's culture.
3. Effectively engages each child, youth, and family based upon their unique life experiences and developmental stages.
4. Accesses help and information from colleagues, mentors, and supervisors to increase cultural competency and knowledge of resources in the community.
5. Utilizes interventions that are appropriate to the child's, youth's and family's culture and experiences.
6. Provides information and resources that value the child, youth, and family's culture.
7. Effectively articulates the needs of individuals who are faced with challenging socio-political and socio-cultural circumstances.
8. Demonstrates a non-judgmental approach to all families and children.

9. Builds the family's awareness of and linkages to resources within the family's cultural community, including natural supports.
10. Refers child, youth, and family to another practitioner or agency when there is a cultural or skill mismatch.

B. Linguistic Competence

Knowledge

- Understands the basic steps to language acquisition.
- Understands how to recognize the communication needs of people being served including people with disabilities, English Language Learners (ELL), people with limited English proficiency (LEP), and/or those who are deaf or hard of hearing.
- Understands the difference between interpreters and translators.

Skills

1. Recognizes the need for an interpreter for spoken language (including sign language) and translator for written documents.
2. Knows how to access interpreters and translators in their organization or community.
3. Knows how to appropriately use translators and interpreters for meaningful communication access.
4. Advocates for policies and procedures in one's agency that ensures equitable communication access.

Childhood Development and Disorders

A. Child and Adolescent Development

Understands the basic milestones of child and adolescent development.

1. Recognizes the characteristics and benchmarks of a typically-developing child or youth.
2. Identifies significant indicators of potential development problems or challenges.

Knows major theories of child and adolescent development.

3. Recognizes and responds effectively to each child's and youth's developmental differences.

Understands the importance of cognitive development in children and adolescents.

4. Applies knowledge of cognitive development to work with children, youth, and families.

B. Childhood Disorders

Understands the common behavioral disorders of childhood and adolescence (as per current edition of the Diagnostic and Statistical Manual).

5. Matches the development and implementation of strategies to the child's or youth's strengths and needs.

Understands the general characteristics of childhood disorders.

6. Recognizes areas of concern regarding potential symptoms or disorders and discusses with supervisor.
7. Recognizes significant threats to the health and well-being of child or adolescent, including factors related to possible self-harm or suicide, and discusses with supervisor.

Understands that multiple factors that impact the needs of children and youth with emotional/behavioral challenges.

8. Accurately identifies the environmental, historical, and cultural factors that may be impacting the strengths and needs of the child, youth, and family.

C. Substance Use

Understands common indicators of substance use and abuse in families and youths and the potential adverse impacts upon child and adolescent development.

8. Recognizes situations when substance use may be present and may affect child or youth, and seeks supervision.
9. Recognizes situations when the adverse impact of alcohol and substance use may be present during pregnancy and seeks consultation with supervisor.

Screening, Assessment, and Referral

A. Behavioral Health Assessment and Access

Understands the referral, intake, and eligibility determination process for behavioral health services and has a basic understanding of the agency's service array.

1. Explains the referral and intake and eligibility process to a parent or other caregiver, youth, and/or community member.
2. Identifies family needs and strengths, as part of a team with children, youth, and families.
3. Collaborates with a team, including youth and families, in the process of ongoing assessment.
4. Integrates existing clinical and functional assessments to support ongoing work with child, youth, and family.
5. Identifies and refers children, youth, and their family members with needs outside the center's area and/or level of expertise to the appropriate agencies and supports.

B. Safety and Risk Assessment/Screening and Management

Understands potential danger to self or others, including suicide, self-harm, homicide, and other risk and warning signs, and how to respond appropriately and when to seek supervision.

6. Responds to risk and safety situations in a timely and appropriate manner, with supervision.

Knows the risk and warning signals that may threaten a child's, youth's, or family's health and well-being.

7. Articulates the specific characteristics, warning signs, behaviors, and risk factors that may threaten the health and safety of children, youth, and families, including risk of self-harm or suicide.

Understands the relationship between behavioral health and general health and wellness.

8. Works with family to identify general health care needs.

9. Identifies instances when the child may need other health services and discusses with supervisor to develop a plan of action

Understands the mandatory reporter requirements for abuse and neglect and knows how to report according to the law and the process.

10. Reports instances of suspected abuse or neglect according to the stated process and the state law.
11. Communicates with family/caregiver about the mandatory reporting process while maintaining family engagement.

Understands the impact of trauma, abuse, and neglect on the child and family.

12. Identifies signs of trauma, abuse, and neglect on the child and family and reports to the proper authority, with supervisory support.

Understands the Emergency Services and the Involuntary Emergency Admissions (IEA) process.

13. Refers to Emergency Services and gives information to enable assessment, in consultation with team and supervisor.
14. Explains the emergency services process to families or caregivers and supports them through the process.

Understands factors and risk related to domestic violence – how it impacts the family and safety issues.

15. Refers to domestic violence agencies and to police and DCYF as appropriate.

Understands and can assess safety in the community.

16. Assesses risk in the community and uses this information in community-based work.

Knows the techniques to reduce risk in community based work.

17. Takes steps to avoid situations where risk may be present.

Knowledge of substance use including impact on youth and the family.

18. Identifies signs of substance use and makes the appropriate referrals.

Treatment Planning, Interventions, and Service Delivery

A. Treatment Planning

Understands the values and principles of family-driven and youth-guided care and how they are integrated into all aspects of the treatment process.

Knows basic treatment modalities and the application of each (knows what they are and who they are for).

1. Describes approaches and models for individual therapy, family therapy, group therapy, therapeutic behavioral supports, family support, case management, and crisis management.

Understands the importance, purpose, and structure of the treatment planning process.

2. Formulates measurable goals.
3. Uses the treatment plan to assess progress and need for ongoing services.
4. Builds on strengths, needs, and resiliency of youth and families.

Understands the importance of supporting youth and families to identify their own priorities/goals.

5. Helps youth and family to identify their goals.

Understands the connection between positive child and youth development and positive relationships and environments.

6. Implements practices and treatment plan objectives that prioritize the development of positive behavior.
7. Implements practices and treatment plan objectives that prioritize the development of positive relationships with peers, family members, teachers, and other social supports.

B. Interventions

Understands strategies and skills to engage child, youth, and family in the therapeutic relationship.

8. Provides support and education to family members/caregivers to promote their child's resiliency.

Knows the basic applications and effects of psychotropic medication used with children and youth.

9. Explains the purposes and appropriate uses of medications before and during use to families and youth.

Knows the evidence based and informed practices utilized in the mental health center.

10. Explains the services and supports provided by the mental health center to the family, youth, and other providers.

11. Provides accurate basic information and support to the youth and family about evidence based and informed practices provided by the mental health center.

Knowledgeable in techniques and strategies for de-escalation, reduction of risk, and crisis management.

12. Applies and models basic de-escalation techniques when working with children, youth, and families and uses crisis management skills to avoid escalation.

Understands a broad range of strategies to promote child and youth behavioral health and wellness, and to ameliorate or reduce symptoms and behaviors that impair an individual's ability to function in an age- and developmentally appropriate manner.

13. Implements basic cognitive behavioral strategies, such as problem solving, parenting strategies, effective communication, modeling, coaching, affect management/calming down, reinforcement, shaping, identifying strengths and stressors, and limit setting.

Knowledgeable in basic positive communication techniques, such as active listening, problem-solving, and modeling, among others.

14. Models positive communication techniques when working with children, youth, and families.

Is familiar with the risk and protective factors associated with level of functioning among children and youth.

15. Communicates information and data with family/caregivers and team members about behavioral needs, strengths, concerns, and progress.

Understands basic behavioral theory, including function, triggers, antecedents, context, and ways to intervene.

16. Identifies the need for and consults with supervisor to facilitate referrals for additional behavior supports and services when indicated.

17. Implements strategies and interventions that promote pro-social behaviors and inclusion.

Understands the importance of continually reassessing, changing interventions, and planning as needed to fit the situation.

18. Changes approach and intervention based on ongoing assessment with consultation with supervisor.

19. Participates and offers helpful information as a member of the youth's or family team.

Understands models for engagement and the importance of promoting readiness for change.

20. Adjusts interventions and strategies in response to the needs of the child, youth, and family, and with the support of the team and supervisor.

Knows the agency's model and process for Targeted Case Management.

21. Explains, refers to, and utilizes Targeted Case Management when needed.

Systems Knowledge and Collaboration

A. Public Child-Serving Systems

Understands the basic rules governing public child-serving systems, including juvenile justice, child protection, education, and special education.

Understands the role of workers within the public child-serving systems.

1. Communicates effectively with families about the systems with which they may be involved.
2. Knows who to contact at the offices of other child-serving agencies if there are questions about that system or about family-specific issues, and assists in facilitated referrals for families.

B. Community Resources

Knows of a wide variety of public and private resources including those to meet basic needs and other necessary supports (family supports, financial, food, housing, clothing, faith based, recreational activities, etc.).

3. Assists families to identify their resource needs, access community resources, and increase their capacity to access resources independently.
4. Refers families and youth to family and youth organizations for family to family or peer to peer support and education, recognizing their value to the child, youth, and family.

Understands the eligibility and referral process for these community resources.

5. Facilitates and coordinates referrals for families to community resources.

Understands the vital role community and natural supports and resources play in the life of children, youth, and families.

6. Effectively assists families and youth to identify and connect with natural supports and services that will provide greater quality of life and can enhance resilience and opportunities for success.

C. Development of Relationships with Other Systems and Resources

Understands the importance of building and nurturing positive relationships with people at other public and community agencies.

7. Builds positive relationships with individuals at other agencies.

Understands the importance of working in teams.

8. Works effectively as a team member.

Knows the System of Care Values and Principles.

9. Coordinates services and supports that demonstrate family-driven values when planning and providing services.
10. Demonstrates System of Care Values and Principles in all facets of daily work.

Quality Improvement, Professionalism, and Ethics

A. Ethics and Confidentiality

Understands the importance of and reasons for privacy and confidentiality.

1. Displays and maintains confidentiality and respect of privacy at all times.
2. Follows policies for confidential record keeping and documentation.
3. Follows proper procedures for obtaining consents.

Understands the mandatory reporting requirements.

4. Follows mandatory reporting requirements.

Understands personal and professional boundaries and why they are important.

5. Maintains professional boundaries and seeks supervision as appropriate.

B. Self-Assessment and Professional Development

Understands the importance of self-reflection and use of supervision in delivering effective services to children, youth, and families.

6. Demonstrates the ability to examine and reflect upon one's own values, biases, strengths, and attitudes in working with children, youth, and families.
7. Articulates and seeks assistance with situations that cause personal reactions with children, youth, and families.
8. Appropriately seeks and utilizes ongoing supervision, consultation, and mentoring activities.

Is familiar with the children's behavioral health competencies.

9. Identifies one's strengths and needs in relation to the foundational level competencies.

Understands the importance of professional development.

10. Participates in professional development activities.

C. Outcomes and Quality Improvement

Knows the agency's documentation requirements.

11. Completes required documentation in an accurate, efficient, and comprehensive manner.

Understands the purposes and uses of data, systematic review, and formal assessments to improve practice with children, youth, and families.

12. Uses data to assess and improve the effectiveness of one's practice.

D. Health and Safety

Understands the required health and safety policies and procedures.

13. Completes the basic and required health and safety training.
14. Follows all health and safety procedures, as required by agency, state, and federal regulations.

Knows the basic crisis responses for safety.

15. Responds to crisis situations in a calm and appropriate manner.

E. Work Organization

Understands time management.

16. Effectively manages time to meet the needs of children, youth, and families, and expectations of the position.

Knows the required billing, case, and data documentation procedures.

17. Completes required documentation accurately and on time.

Understands the importance of team participation.

18. Participates in and contributes to the enhanced effectiveness of team activities.

19. Works effectively and appropriately with colleagues and as a member of family teams.

Intermediate Level

The competencies at the Intermediate level reflect the desired knowledge and skills that are necessary to plan, provide, and reassess service delivery in order to work effectively with children/youth with behavioral health needs and their families, including skills in specific services and research-based interventions. These Intermediate level competencies identify a range of skills and knowledge to develop, implement, and monitor treatment plans, to provide appropriate services, and to recognize how these services fit into a larger clinical and community framework.

Family-Driven and Youth-Guided Practice

A. Engagement and Partnering

Knows how to deliver difficult information in a way that is respectful of families.

Understands how to integrate the principles, values, and philosophy of family-driven and youth-guided supports into practice.

1. Models how to provide the family-driven and youth-guided approach.
2. Includes youth and family voice, including their expressed goals, needs, and strengths, in the development, monitoring, and modification of the treatment plan.
3. Effectively maintains engagement with youth and family when approaching areas of treatment that may present as threatening and/or emotionally sensitive.
4. Develops new ideas and solutions to meet the challenges of engaging and partnering with youth and families in the treatment process.

B. Leadership

Understands the importance of youth and family members taking leadership roles in systems change and service evaluation efforts.

5. Identifies and encourages family and youth to assume leadership roles.
6. Ensures at an organizational level that families and youth are identified to provide input and feedback to agency policies and practice, and that there is a process in place to support them to do so.

Cultural and Linguistic Competence

A. Cultural Competence

Knowledge

- Knowledge of the top cultural groups in the service area, and how to convert this information into culturally competent practice.
- Understands the array of culturally diverse populations, to include race, ethnicity, creed, gender, sexual orientation and gender identity, disability, and financial status and understands the attitudes, barriers, and biases that impact their engagement.
- Knows the resources available to assist families with issues related to discrimination and/or prejudice.
- Understands the political and cultural barriers that families face.
- Understands and continuously compiles and assesses information about the client and community population's culturally-specific needs, values, traditions, and routines, and advocates for increased training.
- Knows of the culturally and linguistically appropriate services in the region and state.

Skills

1. Articulates the values, beliefs, heritage, traditions, norms, and biases of several other cultures in the service area.
2. Develops information and resources that value the child, youth, and family's culture.
3. Reaches out to cultural leaders and cultural brokers for information and assistance, when appropriate.
4. Engages each child, youth, and family with respect to cultural and linguistic differences

in the context of each individual's and family's beliefs and values.

5. Able to adapt validated tools to the specific needs of each family.
6. Engages and communicates effectively with each family about behavioral health and wellness and the behavioral health service system.
7. Advocates for and empowers each family how to self-advocate within the political and cultural contexts in order to ensure equitable access to supports and services in their communities.
8. Develops information and creates an environment that promotes understanding of the needs of culturally and linguistically diverse families.
9. Continuously improves one's skills in relation to culturally and linguistically appropriate practices.
10. Builds the family's awareness of and linkages to resources within the family's cultural community, including natural supports.
11. Contributes to a working culture that values diversity and demonstrates respect for people from all races, ethnicities, creeds, genders, sexual orientations and gender identities, disabilities, and financial status.

B. Linguistic Competence

Knowledge

- Understands the importance of and knows the community-based resources to assist the family, child, or youth who may have communication access needs, be ELL, or have LEP.
- Understands the legal requirements for accommodating individuals who require interpreters, alternate forms of communication, or other accommodations.

Skills

1. Documents the provision of communication supports and services.

2. Recognizes and obtains the appropriate services when vital documents need to be translated.
3. Ensures that all agency materials and communication methods are accessible to all members of the population.

Childhood Development and Disorders

A. Child and Adolescent Development

Understands the interplay between the milestones of and the specific environmental, community, and individual factors that affect child and adolescent development.

1. Effectively communicates information about the milestones of child and adolescent development to families to help them better meet their child's social/emotional needs.

Understands how trauma and Adverse Childhood Events (ACES) can affect cognitive and overall child and youth development.

2. Incorporates knowledge of trauma and other environmental factors in assessment and treatment planning.
3. Identifies, provides, and refers child and family to appropriate additional supports and services to address each child's developmental needs.
4. Incorporates information about child and adolescent brain/cognitive/emotional development and individual assessment into the development of the treatment plan.

B. Childhood Disorders

Understands the characteristics and manifestations of child and adolescent behavioral and developmental disorders.

5. Effectively communicates with the child, youth, family, and team members information about the child's disorder and treatment based upon strengths and needs.
6. Effectively plans with the child, youth, and family to minimize significant risks to the health and well-being of the child or adolescent.

Understands the characteristics and markers of adult mental illnesses that may surface in adolescence.

7. Provides support and engages and communicates effectively with youth and family to ensure a seamless transition to adulthood.
8. Assists with the adult diagnostic process and effectively engages and communicates with youth and family when there is a concern that an adult mental or behavioral health issue is emerging.

C. Substance Use

Understands the major theories of addiction and how substance use impacts child and adolescent development.

9. Engages and communicates with the youth and family when there is a concern about substance use.
10. Incorporates the youth and family's needs and strengths related to substance use and abuse into treatment plan.
11. Provides education and engages youth and family in discussions about the adverse impact of alcohol and substance use during pregnancy or when parenting, including the negative effects on child development.

Screening, Assessment, and Referral

A. Behavioral Health Assessment and Access

Understands that assessment is an ongoing process to evaluate the unique needs and strengths of each child, youth, and family.

1. Continuously assesses, using a strengths-based, family-/child-centered approach, the changing needs of the child, youth, and family and modifies the individualized service plan as needed.
2. Synthesizes information from a variety of sources to develop an accurate assessment.
3. Communicates assessment results and recommendations effectively to children, families, members of the clinical team, and other caregivers, in both oral and written formats.

Knows how to administer the formal assessment tools that are utilized by the state or local community behavioral health system for determining eligibility and outcomes.

4. Utilizes and implements, with fidelity, the approved formal and informal assessment tools for eligibility.
5. Uses formal assessment tools and data for clarifying diagnostic issues, for identifying case management needs, and to refer to evidence-informed treatment interventions or refer to the appropriate expert.

Knows how to utilize the current Diagnostic and Statistical Manual (DSM) used to determine multi-axial diagnoses.

6. Uses the DSM to develop an accurate diagnosis.
7. Utilizes the DSM and effectively communicates findings with families, clinical staff, managed care, and governmental agencies, as needed.

Knows how to synthesize assessment information into a concise clinical formulation.

8. Writes an effective, usable, readable clinical formulation that includes family strengths, needs, cultural factors, and goals.

B. Safety and Risk Assessment/Screening and Management

Possesses a thorough understanding of depression, including warning signs, symptoms, prevalence, myths, risks, and protective factors.

9. Accurately identifies depression or other conditions that may put the child or youth at risk.
10. Conducts suicide and other assessments of high risk screenings and designs timely referrals and interventions.

Knows how to identify and respond to requests for safety assessments.

11. Responds to emergency situations according to policies and procedures regarding domestic violence, trauma, and substance use established by the organization. Supports families throughout the process.

12. Effectively coordinates crisis response with families, clinical team members, emergency services, hospital emergency rooms, and inpatient facilities.

Understands and has had experience with the Involuntary Emergency Admission (IEA) process.

13. Supports families and the child or youth through the IEA process.

Possesses a thorough understanding of domestic violence, trauma, and substance use and the impact on child and family development.

14. Accurately identifies situations that include possible domestic violence, trauma, and substance use.
15. Develops and revises treatment plans and maintains effective treatment relationships with families who are reported for suspicions of abuse or neglect.

Understands the details of mandatory reporting of Sentinel and High Profile events.

16. Follows established organizational policies and procedures for reporting Sentinel and High profile events to the Bureau of Behavioral Health.

Knows the risk factors associated with the potential for dangerous or violent behavior.

17. Follows policies and procedures on how to evaluate, respond to, and report possible dangerous situations, including duty to warn.

Treatment Planning, Interventions, and Service Delivery

A. Treatment Planning

Understands the importance of and how to develop family-driven, youth-guided, strengths-based treatment plans.

1. Engages and communicates effectively with children, youth, and families as partners in the treatment process.

Knows how to engage and partner with youth and families in a therapeutic contract.

2. Develops treatment plans in partnership with families and youth that focus on the unique

interests, strengths, and needs of the youth and family.

Knows how to match youth and family strengths and needs with specific interventions and techniques.

3. Matches objectives and interventions to youth and family strengths and needs.
4. Develops treatment plan objectives that prioritize the development of positive relationships with peers, family members, teachers, and other social supports.

Understands how clinical assessment guides the development of the treatment plan.

5. Develops treatment goals and objectives that are consistent with clinical presentation and generally accepted standards of care or evidence-based principles.
6. Uses clinical assessment as a guide in development of treatment goals and objectives.

Understands the connection between services and goals and objectives.

7. Develops treatment plan objectives that outline strategies and interventions that match the child, youth, and family's goals, strengths, and needs.

Knows how to develop and write observable, measurable objectives.

8. Writes measurable goals and objectives that include timeframes, provider, and frequencies.
9. Develops criteria for reaching the goals with the child, youth, and family and incorporates those criteria into the treatment plan.
10. Monitors, with involvement of child, youth, family, and other key team members, the progress towards treatment objectives quarterly and modifies plan as needed.

Understands the relationship between goals and objectives and criteria for discharge.

11. Uses treatment plan to assess progress and to determine readiness for discharge.

B. Interventions

Understands family systems models, theories of child/youth/family therapy, and how to apply theories in practice.

12. Provides clinically appropriate individual, group, and family therapy.

Understands clinical theories and the importance of using strategies that are based upon theory and research.

13. Provides evidence-informed, evidence-based, professionally-accepted, and effective clinical services and interventions.

Understands the impact of and resources for treatment of substance use disorders on youth and families.

14. Accurately identifies and provides services and interventions in collaboration with youth and families to address substance use disorders OR facilitates a referral to an appropriate provider.

Understands how trauma impacts families, children, and youth in the treatment relationship.

15. When clinically indicated, provides treatment models that address trauma related issues.
16. Develops and implements positive behavioral strategies and interventions that are sensitive to how trauma impacts behavior in children, youth, and families.

Understands cognitive behavioral therapy, practice, and interventions.

17. Effectively uses cognitive behavior strategies within a treatment context.

Understands Targeted Case Management services and supports.

18. Identifies the need for case management and provides referral and outreach for community-based services and supports such as economic, housing, vocational, education, culturally relevant, and other resources.

Has knowledge of parenting and behavioral management skills and theories and how to use these effectively with children and youth with complex behavioral and emotional needs.

19. Provides interventions and supports for families and significant others that will improve the relationship of the child/youth with family members.

Understands the importance of and how to develop, facilitate, and work effectively with family/youth teams.

20. Works with youth and family to support and develop individualized teams, including natural supports such as extended family members and others who are important to the success of the child/youth.
21. Facilitates the team process so that the strengths, needs, and dignity of the child, youth, and family are the focus of the work.

Understands importance of natural supports and community activities/interventions that are culturally effective.

22. Facilitates and builds support for the use of natural supports and resources.
23. Promotes the use of community resources and activities and matches supports with regard to each youth's and family's cultural and situational needs and strengths.

Understands behavioral analysis and theory, including function, triggers, antecedents, contexts, principles, practices, and evidence-informed interventions.

24. Develops behavior plans designed to prevent problem behavior and promote positive behaviors.
25. Includes behavior strategies and/or behavioral interventions in treatment plans based on the needs and strengths of the child, youth, and family.
26. Assesses and adjusts behavioral interventions and practices frequently to ensure positive social and emotional outcomes for the child, youth, and family.
27. Chooses strength-based, pro-social behavioral approaches when planning and implementing behavior interventions.

Systems Knowledge and Collaboration

A. Public Child-Serving Systems

Understands the laws, rules, mandates, and planning processes for the special education, child protection, juvenile justice, and developmental disabilities systems, among other child-serving agencies.

Understands the interplay between mandates and resources of the various public child serving systems.

1. Educates families about regulations and the roles and limitations of ancillary public systems in which they may be involved.
2. Facilitates a family-driven plan that draws on resources available through access to multiple systems.
3. Promotes planning among agencies and community resources that is effective, non-duplicative, and consistent with the goals and needs of the family and child/youth with input from the team.

Understands the rules and regulations governing benefits for children and families (i.e., Medicaid, Medicare, financial assistance, local assistance, housing benefits, work incentives, and post-secondary education assistance, among others).

4. Assists families and youth to apply for and, if eligible, comply with eligibility redeterminations for critical public benefit programs.

Understands System of Care philosophy and values.

5. Integrates System of Care values and principles in all aspects of work and is able to provide consultation to others in this area.
6. Provides supervision to staff in a manner that enhances the ability and commitment of staff to work in concert with the System of Care Values and Principles.

B. Community Resources

Is familiar with the principles of best practices in person- or family-centered planning.

7. Uses family-driven or youth-guided planning to develop goals and objectives with the youth and family.
8. Incorporates support from other child serving agencies, community resources, and natural supports in the plan.

C. Development of Relationships with Other Systems and Resources

Understands resources beyond the local community, such as state and federal resources, and the eligibility and application processes.

9. Seeks supervision to access resources beyond the local level when faced with system barriers that challenge the ability of family teams to achieve optimal outcomes.
10. Provides a clinical perspective to the team process balanced with an understanding of the youth and family perspective.

Quality Improvement, Professionalism, and Ethics

A. Ethics and Confidentiality

Understands the importance of privacy relative to the cultural needs of individual children, youth, and families.

Understand the basic requirements of the HIPAA.

Understands other agency laws and policies governing client privacy, documentation, and confidentiality (e.g., FERPA, IDEA, federal substance use policies).

1. Ensures that client rights, including the right to informed consent, have been communicated to all families and individuals.
2. Ensures that all consent, application, and eligibility forms are up to date.
3. Explains to families the laws and rules that govern confidentiality and mandatory reporting so that families make informed decisions about disclosure.

Understands techniques that honor personal and professional boundaries and their relationship to unconditional care.

4. Engages families, children, and youth while maintaining professional boundaries.

B. Self-Assessment and Professional Development

Understands the importance of continuous self-assessment, reflection, and professional growth.

5. Continuously examines own practice relative to best practice and cultural sensitivity.
6. Models reflective practice techniques.

Understands the importance of continuous growth and study in one's area of practice, including connecting with the current research and literature.

7. Identifies areas of one's own strengths and needs in relation to the intermediate level competencies.
8. Follows the Code of Ethics in one's discipline.
9. Pursues and obtains professional licenses and certifications in consultation with supervisor.
10. Participates in and actively seeks trainings designed to improve one's practice on an ongoing basis.
11. Reads current research and literature and incorporates into practice.

C. Outcomes and Quality Improvement

Recognizes the importance of program and practice evaluation and Continuous Quality Improvement.

12. Participates in and contributes to agency and community efforts designed to improve service quality.

Understands the data and analysis processes for the most common practices provided by the agency.

13. Collects and reflects on data that shows that they are meeting the needs of clients in an effective and timely manner.

Understands that assessment is an ongoing, dynamic process designed to improve services to each child, youth, and family.

14. Brings experiences with and knowledge of children, youth, and families to inform the

improvement of policies and practices at the agency level.

D. Work Organization

Understands the organization's systems, policies, and techniques for managing one's workload while effectively supporting children, youth, and families.

15. Organizes their own time and tasks to ensure that children, youth, and families are served in a timely and effective manner.

Understands or knows basic supervisory techniques.

16. Supervises, as directed by supervisor, agency staff members and completes staff evaluations as required.
17. Serves as a role model and mentor for staff.

Advanced Level

The competencies at the Advanced level reflect the desired knowledge and skills that are necessary to work with children/youth with complex behavioral health needs and their families. Individuals with Advanced level competencies have the knowledge and skills to support, supervise, and train staff in Foundational and Intermediate level competencies, as well as expertise in specific services and research-based interventions. They also participate in systems change initiatives. These individuals possess the specialized skills that are required to provide complex interventions to youth and families and often serve as leaders and mentors to other professionals in the field of children's behavioral health.

Family-Driven and Youth-Guided Practice

A. Engagement and Partnering

Understands the value of engaging and partnering with families and youth at all levels within the system.

1. Creates a collaborative culture in the organization between families and professionals.

2. Trains and supervises staff to ensure that family-driven and youth-guided values and principles are integrated into their practice.

B. Leadership

Understands and is versed in current practices, research, and literature about family and youth partnerships, and leadership practices and training opportunities.

3. Teaches partnering skills and provides ongoing coaching to staff in family and youth leadership.
4. Engages families in developing and implementing quality improvement processes within the agency/programs.
5. Advocates for families and youth to have authentic influence as members of agency/program boards and committees.
6. Creates opportunities for youth to have a voice in the development and implementation of policy and practice within the agency/programs.
7. Connects families and youth with the statewide family/youth organizations to engage in system change work on the state and federal level.
8. Provides opportunities for staff, youth, and families to receive training to build family/youth and leadership skills and opportunities.

Cultural and Linguistic Competence

A. Cultural Competence

Knowledge

- Working knowledge of the top 5 cultural groups in the agency's service area, and understands their cultural values and behavioral health beliefs.
- Analyzes data about underserved populations.
- Knows the population data of those served by the agency, disaggregates by race, ethnicity, language, sexual orientation, gender identity, disability, age, and other items.

- Knows how to work with and approach cultural leaders and brokers effectively, with an understanding of their capacity and needs.
- Knows and understands all state and federal legislation, regulations and mandates that address human, civil, and client rights.

Skills

1. Articulates the values, beliefs, heritage, traditions, norms, and biases of at least 5 prominent cultural groups in the service area.
2. Researches and utilizes best practices for population-based data collection and analysis (such as ACA Section 4302).
3. Works in partnership with cultural leaders, ethnic community-based organizations, and cultural brokers to enhance supports, interventions, policies, and procedures in order to improve access, use, and outcomes for underserved populations.
4. Ensures that staff who collect the population data are trained regarding appropriate data collection from individuals regarding race, ethnicity, creed, sexual orientation, gender identity, disability, and financial status.
5. Develops and trains internal and external staff on culturally appropriate practices, supports, and interventions, in partnership with cultural leaders, when appropriate.
6. Develops and shares information about culturally appropriate resources with co-workers.
7. Organizes, administers, and analyzes the results of a CLC organizational assessment at least once every two years. Identifies disparities and disproportionality, develops strategies, and creates an action plan to address issues (need to define disparity versus disproportion).
8. Consults with peers and staff about issues related to institutionalized discrimination and disadvantage.
9. Promotes inclusion, supportive services, and access to opportunities for all children, youth, and families with behavioral health concerns at the agency, community, and state levels.

10. Assesses the cultural skills of staff and develops or procures training in cultural competency, when indicated.
11. Reviews and revises policies and procedures in one's agency that ensures equitable communication access.
12. Works to achieve a workforce that reflects the demographics of the organization's service area.

B. Linguistic Competence

Knowledge

- Understands the need for and purpose of a comprehensive communication access plan.
- Has knowledge of methods to check for language proficiency.
- Has knowledge of local communication access providers.
- Understands the need to have access to a variety of modes of interaction when working with people with communication needs including ELL, people with LEP, and those who are deaf and hard of hearing (for example, in person, over the phone, VRI) and including the preferences of the child, youth, and family.

Skills

1. Trains others in communication access procedures and resources.
2. Writes, maintains, and updates the agency's communication access plan.

Childhood Development and Disorders

A. Child and Adolescent Development

Possesses advanced and in-depth knowledge of the milestones of healthy child and adolescent cognitive/brain and social/emotional development.

1. Supervises and trains staff to use developmentally appropriate practices and intervention strategies to support and address the child's and youth's development needs and strengths.
2. Supervises and trains staff in the implementation of treatment plans that

support healthy development based on an understanding of cognitive/brain development and the child's, youth's, and family's needs and strengths.

B. Childhood Disorders

Possesses advanced and in-depth knowledge of childhood and youth disorders.

3. Supervises and trains staff in the development and implementation of treatment plans based on the child's, youth's, and family's needs and strengths.
4. Provides consultation to staff members regarding findings that are contrary to healthy child and youth development and supervises staff that are developing strategies to address needs.
5. Provides consultation to staff members and community agency colleagues on using knowledge of child and youth disorders to effectively engage child, youth, and family.
6. Provides supervision and consultation to staff and community agency colleagues about significant threats to child/adolescent health and well-being, including how to recognize and respond to suicide risk, threats, or attempts.

C. Substance Use

Has knowledge of the elements and features of specific evidence-informed substance use disorder treatments.

7. Provides training to staff in substance use disorders and their adverse impacts on child and youth development.
8. Provides training and supervision to staff members on effective treatments and research-supported practices for substance use prevention and intervention.

Screening, Assessment, and Referral

A. Behavioral Health Assessment and Access

Has extensive knowledge and expertise in providing comprehensive behavioral health assessments to children and families with the most complex needs across a broad range of

behavioral, developmental, and diagnostic categories.

1. Trains and supervises staff on how to provide comprehensive behavioral health screenings.
2. Provides consultation to help identify and resolve different points of view about how best to understand and assist children and families with the most complex needs.

Has extensive knowledge and experience with the Diagnostic and Statistical Manual (DSM).

3. Trains and supervises staff on how to use the DSM.
4. Engages and communicates with families, staff members, and other stakeholders about diagnostic factors.

Has thorough knowledge about state and federal rules and regulations which impact the assessment process, including mastery of any tools that are mandated for determining eligibility and outcomes and fidelity of implementation.

5. Provides supervision, training, and consultation to staff using required assessment tools.

B. Safety and Risk Assessment/Screening and Management

Has extensive knowledge and experience with youth depression, domestic violence, trauma, and substance use.

6. Provides supervision, training, and consultation to staff in symptoms and assessments for youth depression, domestic violence, trauma, suicide risk, and substance use.
7. Provides supervision, training, and consultation to staff members and other stakeholders in risk assessment and management.

Possesses extensive knowledge and experience in providing safety assessments, including mastery of rules and regulations regarding criteria for admission to New Hampshire Hospital.

8. Serves as a resource to staff regarding the need for higher levels of care to address safety

needs (such as hospitalization) and may facilitate the process.

9. Trains and supervises staff to recognize the need for higher levels of care and how to facilitate the admissions/application process.

Has thorough knowledge and experience regarding the mandatory reporting of suspicions of child abuse and neglect and Sentinel and High Profile events, including essential knowledge of state laws and administrative rules.

10. Follows and serves as a resource for staff regarding the agency protocol for mandatory reporting and other types of high profile events.

Has extensive knowledge and experience in assessing the potential for dangerous or violent behavior, as well as how these factors may impact the location where services are provided.

11. Provides consultation and supervision to staff in high risk situations.

Treatment Planning, Interventions, and Service Delivery

A. Treatment Planning

Knows the rules and regulations governing the treatment planning process.

1. Supervises and trains staff in the development and writing of treatment plans.

Has knowledge and extensive experience in the development and assessment of effective treatment plan development, implementation, and review processes.

2. Monitors treatment plans and makes recommendations to ensure positive outcomes.
3. Oversees, designs, and directs systems and processes within the agency for treatment planning development and review.
4. Assesses the quality of treatment planning and implementation, and assesses treatment outcomes in order to recommend and implement system and practice improvements.

B. Interventions

Has knowledge, training, and expertise in the models, theories, and effective practices of clinical supervision.

5. Provides high-quality clinical supervision and consultation both internally within the behavioral health system and externally within the child serving community.

Knows effective consultation models and practices.

6. Provides consultation to outside agencies in specific behavioral health practices and interventions including cognitive behavioral therapy.

Has expertise, training, and knows current literature and research on the importance of family-driven and youth-guided principles and practices and how they can be integrated with clinical theories and interventions.

7. Provides training, supervision, and consultation to staff on family-driven and youth-guided principles and practice.
8. Develops new practice models, processes, and systems within the agency and with other providers in order to improve practice that reflects family-driven and youth-guided principles and practice.

Understands the complex cultural, behavioral, psychological, and environmental factors that can influence behavior in children, youth, and families.

9. Teaches and supervises staff and clinical supervisors in the development and delivery of behaviorally-based interventions.

Has been trained in one or more specific research-based behavior interventions.

Has expertise and training in several evidence-informed/evidence-based practices.

10. Implements evidence-informed/evidence-based interventions with fidelity.
11. Continuously assesses/monitors the implementation of systems that support the delivery of evidence-informed/evidence-

based practices within the agency, and trains and supervises staff in those systems.

12. Works effectively with children and families with the most significant and complex support needs.
13. Continuously assesses the implementation of systems that support how specialized interventions are matched and provided to specific populations.
14. Provides consultation on complex child and family situations to staff within and outside the agency.

Systems Knowledge and Collaboration

A. Community Resources

Knows at least one best practice in person or family centered planning.

1. Educates family or youth about family-driven and youth-guided planning and works to maximize contributions and resources of all team members to build a plan that is effective.
2. Maintains fidelity when implementing an evidence-based planning model such as Wraparound.
3. Exhibits high level skills in the art of facilitation of the planning and team process.
4. Mediates and resolves systemic differences or differences of opinion and approaches among team members in complex situations (including multiple public and private members).

Understands skills and tools necessary to orient and train others in family-driven and youth-guided planning processes.

5. Teaches and models the collaborative team process, conflict resolution, negotiation, and problem solving.
6. Trains, orients, supports, and mentors others as they implement best practices in the family-driven and youth-guided planning processes.

Understands Systems of Care Values and Principles in the context of multi-stakeholder planning and policy initiatives.

7. Effectively engages and leads stakeholders in multi-system initiatives related to systems change, policy groups, and improvement initiatives at the regional or local level.
8. Participates in multi-stakeholder initiatives related to systems change and improvement at the state or national level.
9. Represents local strengths and concerns regarding systems change in such a way as to ensure needs of the field are taken into account in such initiatives.

Quality Improvement, Professionalism, and Ethics

A. Ethics and Confidentiality

Researches and fully understands compliance with all laws and policies that govern ethics and confidentiality.

1. Supervises and trains staff in all aspects of confidentiality and ethics.
2. Provides consultation internally and externally regarding family rights and confidentiality.
3. Identifies ethical dilemmas and manages them appropriately.

B. Self-Assessment and Professional Development

Has knowledge of theoretical and conceptual models for self-reflection and professional behavior.

4. Provides leadership, modeling, and guidance to promote a culture of self-reflection among staff and teams.
5. Offers opportunities for staff to learn, reflect, and analyze complex issues related to practice, ethics, and supports given to children, youth, and families.
6. Trains and supports staff to adhere to codes of ethics.

Understands the current literature on and opportunities for training in the trends, practice,

and research-supported practice models that reflect Systems of Care values in behavioral health care for children and youth.

7. Brings information from the current literature, research, and policies to agency staff.
8. Provides and facilitates opportunities for staff members to self-assess and develop relevant professional development goals.
9. Seeks out, supports, and facilitates staff participation in relevant professional development activities.
10. Models positive constructive feedback and communication techniques in supervision.
11. Constructs an individualized professional development plan with supervisees, focused on the individual's professional growth needs.

C. Outcomes and Quality Improvement

Understands the agency's Quality Improvement system.

12. Identifies when treatment and service goals and objectives are or are not being met and intervenes appropriately.

Understands how to evaluate service quality.

13. Collects and analyzes data to assess the quality of service delivery to children and families and uses those data to communicate with supervisees in order to improve outcomes for children, youth, and families.
14. Designs and analyzes the effectiveness of team processes.

D. Work Organization

Understands the formal and informal hierarchies and structures within the agency.

15. Provides direct supervision, consultation, and education to staff around time management, work organization, and administrative functions.
16. Develops structures to support direct service staff to provide one or more research-supported practices.

17. Analyzes data and provides reports that address issues of service efficiency and effectiveness.

18. Communicates expectations in a clear and direct manner with all staff.

NH Children’s Behavioral Health Competency Self-Assessment*

This tool can be used to self-assess one’s level of competency in the domains and sub-domains, and to target areas for professional development. The steps include:

1. Study the competencies for NH Children’s Behavioral Health.
2. Identify the specific competencies that you have.
3. Identify your competency level for each of the sub-domains. You can consider yourself competent at a level if you possess 90% of the competencies listed under that sub-domain.
4. There are 3 ratings: 1) Areas of Need which identifies competencies that you do not have, 2) Areas for Improvement that identify competencies which you have some knowledge but do not feel you have fully attained, and 3) Areas of Strength which are competencies you possess.

*(Adapted from the Assessment tool developed by the New Hampshire Association for Infant Mental Health, the New Hampshire Early Childhood and Family Mental Health Competency Workgroup, with support from Family Centered Early Supports and Services and Federal ARRA Funds, 2010).

Domain	Sub-Domain	Rating	Areas of Need	Areas for Improvement	Areas of Strength
Family-Driven and Youth-Guided Practice	Engagement & Partnering	__ Foundation __ Intermediate __ Advanced			
	Leadership	__ Foundation __ Intermediate __ Advanced			
Cultural and Linguistic Competence	Cultural Competence	__ Foundation __ Intermediate __ Advanced			
	Linguistic Competence	__ Foundation __ Intermediate __ Advanced			
Childhood Development and Disorders	Child and Adolescent Development	__ Foundation __ Intermediate __ Advanced			
	Childhood Disorders	__ Foundation __ Intermediate __ Advanced			
	Substance Use	__ Foundation __ Intermediate __ Advanced			

Domain	Sub-Domain	Rating	Areas of Need	Areas for Improvement	Areas of Strength
Screening, Assessment, and Referral	Behavioral Health Assessment and Access	__ Foundation __ Intermediate __ Advanced			
	Safety and Risk Assessment/ Screening and Management	__ Foundation __ Intermediate __ Advanced			
Treatment Planning, Interventions, and Service Delivery	Treatment Planning	__ Foundation __ Intermediate __ Advanced			
	Interventions	__ Foundation __ Intermediate __ Advanced			
Systems Knowledge and Collaboration	Public Child-Serving Systems	__ Foundation __ Intermediate __ Advanced			
	Community Resources	__ Foundation __ Intermediate __ Advanced			
	Development of Relationships with Other Systems and Resources	__ Foundation __ Intermediate __ Advanced			
Quality Improvement, Professionalism, and Ethics	Ethics and Confidentiality	__ Foundation __ Intermediate __ Advanced			
	Self-Assessment and Professional Development	__ Foundation __ Intermediate __ Advanced			
	Outcomes and Quality Improvement	__ Foundation __ Intermediate __ Advanced			
	Health and Safety	__ Foundation __ Intermediate __ Advanced			
	Work Organization	__ Foundation __ Intermediate __ Advanced			

