

PURPOSE:

Children and Family Services is committed to ongoing improvement and pursuit of excellence in services to children, youth, and families. The Child Intervention Practice framework builds on the ongoing evolution of casework practice and direction provided by the Child Youth and Family Enhancement Act (CYFE Act). The CYFE Act places a great emphasis on assessment of children and families in determining the safety of the child, the need for intervention and the type of intervention required. The Child Intervention Practice Framework is based on the philosophy that children, youth, and families should have input into the decisions that affect their lives.

The Entry Level Child Intervention (CI) Practitioner is a developmental role, working in collaboration with CI Practitioners, Supervisors, and Management to support the needs of vulnerable children, youth, and families. Through mentorship, the Entry Level CI Practitioner is exposed to a broad range of Child Intervention activities and will support, in consultation, with the day-to-day duties of a delegated CI Practitioner.

Following a robust learning plan, the Entry Level CI Practitioner is provided with extensive classroom training combined with up to one-year progressive on-the-job experience to support and develop the knowledge and skills required to assume the role of a fully delegated CI Practitioner. To become fully delegated, the incumbent must complete all modules of delegation training with an assessment upon conclusion.

RESPONSIBILITIES AND ACTIVITIES:

Under the direct and close supervision of the delegated CI Practitioner Supervisor, the Entry Level CI Practitioner will:

- Assume progressive responsibility for a partial caseload.
- Support effective and efficient case management practice that produce the best outcome for children and families.
- In consultation, screen calls and referrals, and analyse information provided to assess risk of children and their families. This includes determining the needs and safety of child(ren) and identifying existing strengths, safety, and possible worries within families.
- Collection of information through collateral contacts and personal interviews with the child(ren), parents and significant others to determine the risk.
- Make appropriate referrals based on child (ren) and family needs, in consultation with the delegated CI Practitioner/supervisor.
- Assist with safety planning with families and their supports to ensure the safety of children in their home and/or their community.
- Planning to identify goals and determine appropriate programs, tasks, services to meet infant, child, youth, and their families needs and assesses services and supports to mitigate risk.
- Support children and youth to maintain relationships that are important to them, be connected to their own culture, practice their religious beliefs, and have a plan for their care where they are included in the decision-making process.

RESPONSIBILITIES AND ACTIVITIES:

- Participate in planning for family and cultural connection. This may include participation and implementation of cultural plans with caregivers and participating in Band designate consultations.
- Complete all relevant documentation.
- Liaise with caregivers. Provide day-to-day education on child development, impact of trauma and cultural importance.
- In consultation, prepare legal documentation including TGO, PGO, Supervision Orders, Secure Treatments, and court reports.
- Coordinate and/or supervise visits.
- Drive and/or attend appointments with clients.
- Work with the delegated CI Practitioner in the placement of children and assist with placement needs/support as required.
- Collaborate with families, community agencies and other stakeholders to build positive respectful partnerships.
- Participation in success in school protocols and plans

SCOPE:

In this developmental role, the Entry Level CI Practitioner completes delegation training and is coached and mentored to be able to assume the full responsibilities of a fully delegated CI Practitioner. The incumbent has some independence in decision making within their level of delegation (level 11). For decisions requiring a higher level of delegated authority a delegated CI Practitioner, supervisor, or manager is to be involved and consulted.

- Work requires ability to make quick assessments and analysis to determine authenticity, validity, and credibility of information received via reported sources and other avenues of information gathering.
- Work is demanding with specific timelines and processes as outlined in legislation and policy.
- Activities and duties as driven by operational needs.
- Consider the best interests of the child and potential impacts to them based on decisions made.
- Decision-making in a consultative and collaborative manner with supervisor, manager, families and support systems.
- Participate in ongoing group supervision.
- Help resolve parenting, health, mental health, cultural, educational, and financial barriers.
- Advocate for child, youth, and families in the community, reducing systemic barriers for the vulnerable population represented.

KNOWLEDGE, SKILLS & ABILITIES:

Knowledge:

- Develop an understanding of and apply the following Acts, Legislation and Regulations:
 - Child, Youth and Family Enhancement Act (CYFEA), and the Policies that govern actions and provides Legal Authorities.

KNOWLEDGE, SKILLS & ABILITIES:

- Protection of Children Abusing Drugs Act (PChAD), Drug-Endangered Children Act (DECA), Protection Against Family Violence Act, Domestic Relations Act, Protection of Sexually Exploited Children Act (PSECA), FOIP, Alberta School Act, Mental Health Act, An Act respecting First Nations, Inuit, and Metis children, youth and families, Criminal Code (i.e., sexual assault, pornography), Family Violence Act, Youth Criminal Justice Act, Children First Act.

- Gain understanding of child intervention policies, procedures and directives. Develop a working knowledge of CYFEA as it relates to the reasons for involvement, guiding principles and matters to be considered.
- Community/departmental services and resources to facilitate effective referrals and assess most appropriate resource.
- Knowledge of child/adolescent development to recognize appropriate/inappropriate behaviour and recognize cognitive delays.
- Developmental stages of children and youth, as well as family systems and dynamics
- Awareness of medical, psychological, psychiatric disorders and social problems that impact the child (i.e. FASD) in order to assess the family situation
- Cultural awareness of self and others (i.e. ethnic and religion)
- Cultural practices, belief systems, including Indigenous history that contribute to the various issues created by residential schools, indigenous children in care and reserve dynamics. Knowledge of protocol and important ceremonies.
- Develops an understanding of the Child Intervention Practice Strategies and Signs of Safety practice model.
- Knowledge of immigration policies and procedures (i.e. Status)
- Awareness of indicators of child abuse
- Knowledge of trauma informed practice, grief and loss for children and families
- Knowledge of post-traumatic stress disorder, drugs and alcohol, separation, and loss
- Recognition and knowledge of resources and strategies to address various disorders, mental health, addictions, and cognitive delays.

Skills:

- Global Interviewing skills - children and adults.
- Assessment skills/analytical
- Conflict resolution
- Communication, both oral and written
- Intervention/crisis management skills/suicide intervention planning
- Decision Making
- Mediation/problem solving.
- Computer skills
- Negotiation/advocacy
- Organizational and time management skills
- Ability to work independently and as a team member.
- Ability to manage emotions and stress and demonstrate self-awareness and self-care.
- Ability to practice from an anti-oppressive practice position.
- Ability to determine relevant information in completion of assessments and

KNOWLEDGE, SKILLS & ABILITIES:

documentation of client contacts and make recommendations to case manager regarding case management or intervention strategies.

- Ability to determine what issues require immediate involvement of the case manager/supervisor.

CONTACTS:

- Children, youth, and families receiving services. Community resources and contracted service providers, to share information, make referrals and determine agreed upon services to meet and support client needs.
- Other partnering professionals including police, health professionals, psychologists, teachers, etc.
- Community members requesting information about services available.
- All Caregivers, including Foster and Kinship providers.
- First Nations Band Designate/Métis Resource Person
- Practice Specialists for consultation and peer review.
- Adult Support Services, OPGT, Trustee, Disability Services etc.
- Case managers, administrative staff, CI Practitioner supervisors