

## General Expectations:

- Complete the application, pre-service training and approval process.
- Agree to meet the expectations of their classification level.
- Value personal growth.
- Participate in professional development and educational programs to enhance skill development. This includes regular attendance of workshops, training sessions, or independent study to maintain, update or expand knowledge related to the needs of the child(ren) in their care.
- Comply with the AFPA Code of Ethics, the Safety Standards and Child Intervention Policy.
- Respect confidentiality.
- Recognize a child's need for caring relationships.
- Provide a physically and emotionally safe and nurturing environment.
- Display patience and commitment and allow the child the time and space to develop trust in their caregiver(s).
- Understand the necessity of a sustained commitment to the child and their family.
- Understand the difference between discipline and punishment and comply with Alberta Children and Youth Services "no corporal punishment" policy.
- Work with the biological family when possible and as directed by the child's worker.
- Advocate on behalf of the child.
- Develop an understanding of the impact of a child's behavior on all family members.
- Develop knowledge of permanency /concurrent planning. Be aware of the uniqueness of permanency/concurrent planning for aboriginal children.
- Be committed to being a part of the child intervention team.
- Provide documentation (daily logs, monthly summary reports) upon request. Verbal reports are acceptable with the approval of the case manager.
- Drive the child to appointments and recreational activities, when able.
- Awareness and respect for the uniqueness and diversity amongst cultural groups, communities and families.
- Acknowledge and enhance cultural connections, assist the child to understand/maintain/develop a cultural identity and pride by supporting involvement with the biological family and/or cultural community and events.
- Provide the opportunity within the home for the child to practice aboriginal/other cultural beliefs and lifestyles.
- Develop an understanding of the historical issues, cultural and language barriers that may influence family functioning, coping methods and discipline practices.
- Co-operate to support Aboriginal children in the learning and understanding of family systems, community, lifestyles, beliefs and values of Aboriginal groups specific to the child's family of origin.
- Co-operate in providing Aboriginal children with the opportunity/ability to access learning opportunities through variety of teaching(s) i.e. Elders, First Nations, Family, Aboriginal Leaders and community resources.
- Awareness of the rights that Aboriginal children in care may be entitled to; such as eligibility for Indian Status registration, membership eligibility in one of the eight Métis Settlements of Alberta.

DESCRIPTION	LEVEL 1	LEVEL 2	SPECIALIZED
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>Complete or is in the process of completing required core foster care training.</li> <li>Completes 9 hours of supplemental training annually.</li> </ul>	<ul style="list-style-type: none"> <li>Attends training required to meet the individual needs of the child.</li> <li>Has completed Level 1 core training requirements.</li> <li>Completes 12 hours of supplemental training annually.</li> </ul>	<ul style="list-style-type: none"> <li>If exempt based on specialized expertise/training, complete pre-service training as a minimum.</li> <li>Attends training required to meet the individual needs of the child.</li> </ul>
<b>EXPERIENCE</b>		<ul style="list-style-type: none"> <li>At least 2 years experience providing foster care.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a high level of competency in their area of expertise. (i.e. working with medically fragile children, behavior management).</li> </ul>
<b>SKILL LEVEL</b>	<ul style="list-style-type: none"> <li>Has the ability to provide quality child care and utilize parenting strategies that will meet the physical, developmental, social, emotional, cultural and spiritual needs specific to the child(ren) placed.</li> </ul>	<ul style="list-style-type: none"> <li>Provides quality child care and utilizes parenting strategies that will meet the physical, developmental, social, emotional, cultural and spiritual needs specific to the child(ren) placed.</li> <li>Take an active role in developing and monitoring a comprehensive care plan to meet identified needs or difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a level of skill appropriate for the identified area of specialization and according to the exceptional needs of the child.</li> </ul>

**EXPECTATIONS FOR EACH LEVEL (Continued)**

<b>DESCRIPTION</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>SPECIALIZED</b>
<b>SKILL LEVEL (continued)</b>	<ul style="list-style-type: none"> <li>• Follows a prescribed plan to meet identified developmental, behavioral, physical and/or mental disabilities or difficulties.</li> <li>• Has an understanding of the difference between raising biological children and foster children.</li> <li>• Has the ability to recognize and work through different issues concerning values, loyalty, bonding, and separation and loss.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an understanding of the difference between raising biological children and foster children.</li> <li>• Has the ability to recognize and work through different issues concerning values, loyalty, bonding, and separation and loss.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates/develops an understanding of issues related to child intervention and fostering (i.e. roles and responsibilities; importance of maintaining a relationship with the biological family if possible, and maintaining cultural connection; teamwork; legal processes, fetal drug/alcohol issues, sexual abuse, etc.).</li> </ul>
<b>SELF CARE</b>	<ul style="list-style-type: none"> <li>• Identifies own strengths and limitations, and asks for help when required.</li> <li>• Is aware of the impact of providing Foster Care on self and family and recognizes potential stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies own strengths and limitations and describes methods to enhance /overcome them. Asks for help when required.</li> <li>• Identifies the impact of Foster Care on self, how to balance stress, and how to care for self and family.</li> <li>• Identifies strengths and limitations of family and describes methods used to help the family and/or other caregivers identify and enhance and overcome such strengths/limitations.</li> <li>• Understands how to assist/support others with personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes an active, shared leadership role in developing and monitoring a comprehensive plan to meet the child's exceptional needs or difficulties.</li> <li>• Identifies own strengths and limitations and describes methods to enhance /overcome them. Asks for help when required.</li> <li>• Identifies the impact of Foster Care on self, how to balance stress, and how to care for self and family.</li> <li>• Identifies strengths and limitations of family and describes methods used to help the family and/or other caregivers identify and enhance and overcome</li> </ul>

**EXPECTATIONS FOR EACH LEVEL (Continued)**

<b>DESCRIPTION</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>SPECIALIZED</b>
<b>CHILD'S DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Understands child development as a progression through ages and stages.</li> <li>• Understands how a child's ability to progress through these states may be impaired by mental/physical disabilities and/or by environmental factors such as family disruption, neglect, and/or abuse.</li> <li>• Develops the ability to identify progress or concerns with the child's development.</li> <li>• Identifies community resources available to assist in promoting healthy child development.</li> </ul>	<ul style="list-style-type: none"> <li>• Possesses a strong knowledge of child development and utilizes this by providing appropriate interventions to improve a child's delayed development.</li> <li>• Identifies when intervention by others may be required (e.g. Speech therapist, sexual abuse counselor, addictions program).</li> </ul>	<p>such strengths/limitations.</p> <ul style="list-style-type: none"> <li>• Understands how to assist/support others with personal growth.</li> <li>• Possesses a strong knowledge of child development and utilizes this by providing appropriate interventions to improve a child's delayed development.</li> <li>• Identifies when intervention by others may be required (e.g. Speech therapist, sexual abuse counselor, addictions program).</li> <li>• Is aware of how the exceptional needs of the child impacts their development and knowledge and addresses their issues.</li> </ul>
<b>ATTACHMENT /SEPARATION /LOSS</b>	<ul style="list-style-type: none"> <li>• Understands the importance of the child's biological family and the impact on a child of a brief or lengthy separation from their family.</li> <li>• Develops the skills to respond appropriately to a child experiencing separation/loss.</li> <li>• Is aware of the impact on</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes knowledge and skill on attachment, separation/loss to support the child and child's family, when possible. Utilizes the skills to respond appropriately to a child experiencing separation/loss.</li> <li>• Identifies strategies to include the child's family in the child's coping with separation, when</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes knowledge and skill on attachment, separation and loss to support the child and child's family, when possible.</li> <li>• Identifies strategies to include the child's family in the child's coping with separation, where appropriate.</li> <li>• Identifies strategies to assist</li> </ul>

**EXPECTATIONS FOR EACH LEVEL (Continued)**

<b>DESCRIPTION</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>SPECIALIZED</b>
<b>ATTACHMENT /SEPARATION /LOSS (continued)</b>	<p>the child's self of moving and understands how to support the move.</p> <ul style="list-style-type: none"> <li>Understands the grieving process and how it may impact the child and foster family.</li> </ul>	<p>possible.</p> <ul style="list-style-type: none"> <li>Identifies strategies to assist the child to accept a new caregiver or to move on to independence.</li> <li>Identifies transition strategies.</li> <li>Is aware of the impact on the child's self of the child moving, and understands how to support the move.</li> </ul>	<p>the child to accept a new caregiver or to move on to independence.</p> <ul style="list-style-type: none"> <li>Recognizes how the child's exceptional needs may impact their experience of loss, and their ability to process it.</li> <li>Identifies transition strategies.</li> <li>Is aware of the impact on the child's self of the child moving, and understands how to support the move.</li> </ul>
<b>SUPPORT NETWORK</b>	<ul style="list-style-type: none"> <li>Has a support network (immediate family, extended family, friends) that assists the primary caregiver with supervision and basic care of the child.</li> </ul>	<ul style="list-style-type: none"> <li>Has a skilled support network or partner able to provide continuity of comparable care for a child allowing relief for the primary caregiver.</li> </ul>	<ul style="list-style-type: none"> <li>Has a skilled support network or partner able to provide continuity of comparable specialized care for a child allowing relief for the primary caregiver.</li> </ul>
<b>BEHAVIOR</b>	<ul style="list-style-type: none"> <li>Understands and describes how a child's behavior has meaning and stems from physical, emotional, cognitive and/or environmental influences.</li> <li>Uses this knowledge in establishing reasonable expectations unique to the child's needs.</li> <li>Identify methods used to assist a child to express feelings more appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Is skilled in providing clear and safe boundaries for a child when he/she is unable to be in control of behavior (e.g. Child-damaging property, child being self-destructive).</li> <li>Describes a variety of intervention strategies and explains how, when and with who he/she uses them.</li> <li>Identifies methods to support caregivers and/or</li> </ul>	<ul style="list-style-type: none"> <li>Supports a child to understand his/her own behavior as appropriate according to the child's exceptional needs.</li> <li>Teaches a child ways to modify his/her behavior in order to live more successfully.</li> <li>Implements an appropriate plan for managing severe behaviors, involving the biological family and</li> </ul>

**EXPECTATIONS FOR EACH LEVEL (Continued)**

<b>DESCRIPTION</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>SPECIALIZED</b>
	<p>or learn appropriate behaviors.</p> <ul style="list-style-type: none"> <li>States family rules and expectations in a clear, age appropriate manner.</li> </ul>	<p>professionals in learning strategies to deal with challenging behaviors as necessary.</p>	<p>community where possible.</p>
<b>BEHAVIOR (continued)</b>	<ul style="list-style-type: none"> <li>Uses discipline as a positive learning experience and in a manner sensitive to each child's unique needs.</li> <li>Includes modeling and/or teaching as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an appropriate plan for managing behaviors, involving biological family and the community, where possible.</li> <li>Structures opportunities for a child to learn and make appropriate choices of behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an appropriate plan for managing behaviors, involving biological family and the community, where possible.</li> <li>Structures opportunities for a child to learn and make appropriate choices of behaviors.</li> </ul>
<b>MEDICAL NEEDS</b>	<ul style="list-style-type: none"> <li>Provides care appropriate for varying (mild to moderate) physical/medical needs of child(ren).</li> <li>Knows when to seek medical intervention or treatment.</li> <li>Is able to follow health care plans as outlined by health care professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Provides care appropriate for moderate to serious physical/medical needs of child(ren).</li> <li>Demonstrates the ability to follow prescribed medical routines.</li> <li>Works effectively with health care professionals.</li> <li>Is able to assist child in developing life skills leading to independence, when possible.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to assist child in developing life skills leading to independence.</li> <li>Is able to teach prescribed medical routines to the caregivers or support staff.</li> <li>Is able to accurately describe the child's condition in order to assist health care professionals in providing necessary medical intervention.</li> <li>Has specialized medical knowledge, training and skills relating to the needs of the child.</li> <li>Provides care appropriate for severe, complex, high risk, and physical/mental needs of children.</li> </ul>

**EXPECTATIONS FOR EACH LEVEL (Continued)**

<b>DESCRIPTION</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>SPECIALIZED</b>
<b>BIOLOGICAL FAMILY INVOLVEMENT</b>	<ul style="list-style-type: none"> <li>• Demonstrates an awareness of own feelings towards families who may neglect or abuse a child, or who are unable to care for a child due to child's, and/or parent's special needs.</li> <li>• Demonstrates to the child a concern and respect for his/her family.</li> <li>• Involves the child's family where appropriate, the child's daily living, making use of non-competitive opportunities/events to encourage contact.</li> <li>• Maintains a non-judgmental attitude, presenting as supportive and caring to the biological family.</li> <li>• Works toward strengthening the child's relationship with his/her family, when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Has the ability to involve resistant families, as appropriate, in child's life.</li> <li>• As requested, teaches the child's family through modeling and instruction, how to care for and/or meet the special needs of the child.</li> <li>• Work towards strengthening the child's relationship with his/her family when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Has the ability to involve resistant families, as appropriate, in child's life.</li> <li>• As requested, teaches the child's family through modeling and instruction, how to care for and/or meet the special needs of the child.</li> <li>• Work towards strengthening the child's relationship with his/her family when possible.</li> </ul>
<b>TEAMWORK</b>	<ul style="list-style-type: none"> <li>• Participates as an active member of the child intervention team recognizing that the final decisions regarding concurrent planning are the responsibility of the case manager.</li> <li>• Maintains a positive working relationship with the Ministry and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates as an active member of the child intervention team recognizing that the final decisions regarding concurrent planning are the responsibility of the case manager.</li> <li>• Maintains a positive working relationship with the Ministry and community. In the case</li> </ul>	<ul style="list-style-type: none"> <li>• Participates as an active member of the child intervention team recognizing that the final decisions regarding concurrent planning are the responsibility of the case manager.</li> <li>• Maintains a positive working relationship with the Ministry and community.</li> </ul>

**EXPECTATIONS FOR EACH LEVEL (Continued)**

<b>DESCRIPTION</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>SPECIALIZED</b>
<b>TEAMWORK (continued)</b>	<ul style="list-style-type: none"> <li>In the case of a conflict, follows the dispute resolution protocol.</li> <li>Is an active participant in the development of the concurrent plan.</li> <li>Represents the child's needs/view point accurately and advocates on behalf of the child.</li> </ul>	<ul style="list-style-type: none"> <li>of a conflict, follows the dispute resolution protocol.</li> <li>Is an active participant in the development of the concurrent plan.</li> <li>Represents the child's needs/view point accurately and advocates on behalf of the child.</li> </ul>	<ul style="list-style-type: none"> <li>In the case of a conflict, follows the dispute resolution protocol.</li> <li>Is an active participant in the development of the concurrent plan.</li> <li>Represents the child's needs/view point accurately and advocates on behalf of the child.</li> </ul>
<b>SCHOOL INVOLVEMENT</b>	<ul style="list-style-type: none"> <li>In case with the child's worker, registers the child for appropriate community/school programs and encourages participation.</li> <li>Has an active relationship with the school.</li> <li>Keeps communication open; is aware of the child's functioning in school.</li> <li>Attends special events such as, parent-teacher interviews, concerts and sports events.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures and maintains child's participation in specific community/school programs in order to meet the goals of the care plan (e.g. Improve muscular development/coordination, improve peer interaction, manage substance abuse).</li> </ul>	<ul style="list-style-type: none"> <li>As requested, develops programs to meet a child's exceptional needs, involving community to integrate a child into regular programs, as much as possible.</li> </ul>
<b>COMMUNITY INTEGRATION</b>	<ul style="list-style-type: none"> <li>Accepts/understands and implements philosophy of normalization and integration for child with physical/mental/developmental disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and assists child in accepting his/her limitations.</li> <li>Works to reduce or eliminate barriers to child's development and acceptance within the community, school, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and assists child in accepting his/her limitations.</li> <li>Works to reduce or eliminate barriers to child's development and acceptance within the community, school, etc.</li> </ul>

**EXPECTATIONS FOR EACH LEVEL (Continued)**

<b>DESCRIPTION</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>SPECIALIZED</b>
<b>COMMUNITY INTEGRATION (continued)</b>	<ul style="list-style-type: none"> <li>Engages the child in appropriate community activity/programs.</li> </ul>	<ul style="list-style-type: none"> <li>Develops strategies to integrate the child into the community.</li> <li>Has the ability to educate the community about the child's needs.</li> </ul>	<ul style="list-style-type: none"> <li>In conjunction with the child's worker, is able to link/transition the child to community/adult services appropriate for their exceptional needs.</li> <li>Has the ability to educate the community about the child's needs.</li> <li>Creates a safe, structured environment in which a child with exceptional needs can develop their potential.</li> </ul>
<b>REPORTING</b>	<ul style="list-style-type: none"> <li>Assists the social worker by initiating discussion of appropriate issues concerning the child and family.</li> <li>Maintains a daily log that contains observations, significant daily events, positive memoirs, and areas of concern.</li> <li>Immediately records and reports in detail any significant event/behaviors of the foster child and his/her family to the case manager (e.g. Critical incidents).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates assessment and recording skills.</li> <li>Provides verbal and regular written reports to the case manager and foster care support worker, as negotiated with the child intervention team.</li> <li>Immediately records and reports in detail any significant event/behaviors of the foster child and his/her family to the case manager (e.g. critical incidents).</li> </ul>	<ul style="list-style-type: none"> <li>Provides verbal and regular written reports to the case manager and foster care support worker, as negotiated with the child intervention team.</li> <li>Provides as required, specific documentation based on the needs of the child (e.g. Medical logs, behavioral charting, seizure charting).</li> <li>Immediately records and reports in detail any significant event/behaviors of the foster child and his/her family to the case manager (e.g. critical incidents).</li> </ul>

**EXPECTATIONS FOR EACH LEVEL (Continued)**

<b>DESCRIPTION</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>SPECIALIZED</b>
<b>CASE INVOLVEMENT</b>	<ul style="list-style-type: none"> <li>• Prepares for and actively participates in meetings/activities pertaining to the child (e.g. case conferences, spiritual ceremonies, counseling /therapy sessions, home visits, medical appointments, court, etc.).</li> <li>• Carries out specific duties assigned in the child's concurrent plan, with direction from the child's caseworker, in order to help the child and specified family members achieve the concurrent plan goals (e.g. health, education, recreation, social and related services).</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares for and shares the leadership role in meetings/activities pertaining to the child (e.g. case conferences, spiritual ceremonies, counseling /therapy sessions, home visits, medical appointments, court, etc.) in conjunction with the caseworker.</li> <li>• Assist's the child intervention team to determine the services required to meet the child's special needs.</li> <li>• Carries out specific duties assigned in the concurrent plan by actively working with the caseworker to help the child and specified family members achieve the concurrent plan goals in relation to the child's special needs.</li> <li>• Provides feedback on the family's progress in achieving concurrent plan goals, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• In conjunction with the child intervention worker, meets with professionals and arranging services to meet the exceptional needs of the child's development.</li> <li>• Manages the increased complexity of arranging and coordinating services among multiple professionals and service providers who are involved with a child who has exceptional needs.</li> <li>• Carries out specific duties assigned in the concurrent plan by actively working with the caseworker to help the child and specified family members achieve the concurrent plan goals in relation to the child's exceptional needs.</li> <li>• Provides feedback on the family's progress in achieving concurrent plan goals, where appropriate.</li> </ul>