



# Skills Development Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Establishing the perception of SAFETY

Strength	✓	Developing	✓	Opportunity to Grow	✓
Is successful at using "joining" process to start session	<input type="checkbox"/>	Makes an attempt to "join" with youth at start of session	<input type="checkbox"/>	Does not "join"; begins with own agenda for session content	<input type="checkbox"/>
Ensures environment during time with youth is free of distractions	<input type="checkbox"/>	Is unable to eliminate interruptions during sessions (i.e. phone calls)	<input type="checkbox"/>	Is unaware that the meeting setting does not support the youth's perception of safety; does not disconnect all phones	<input type="checkbox"/>
Is on time for appointments AND schedules next appointment	<input type="checkbox"/>	Is on time but does not schedule next appointment OR Is late but schedules next appointment	<input type="checkbox"/>	Is not on time AND does not schedule next appointment	<input type="checkbox"/>
Acknowledges youth's reaction to late arrival in relation to grief	<input type="checkbox"/>	Makes excuses for late arrival; places more emphasis on explaining late arrival	<input type="checkbox"/>	Ignores youth reaction to late arrival; does not apologize for late arrival	<input type="checkbox"/>
Demonstrates evidence of continuity of contact with youth (min. weekly contact)	<input type="checkbox"/>	Demonstrates limited evidence of continuity of contact with youth	<input type="checkbox"/>	Demonstrates no continuity of contact with youth	<input type="checkbox"/>

## Providing OPPORTUNITIES to EXPLORE feelings and life events

Strength	✓	Developing	✓	Opportunity to Grow	✓
Uses a variety of approaches (talking/activities/feelings expression) to invite exploration of life experiences	<input type="checkbox"/>	Offers limited approaches to explore life experiences; relies too much on talking	<input type="checkbox"/>	Expects/tells youth that they must talk about life experiences	<input type="checkbox"/>
Offers a variety of activities for youth to choose from (over the course of several contacts)	<input type="checkbox"/>	Offers limited activities	<input type="checkbox"/>	Has not prepared any activities	<input type="checkbox"/>
Prepares and allows youth to select materials for Lifebook activities	<input type="checkbox"/>	Has limited material prepared for Lifebook activities	<input type="checkbox"/>	Does not do prep work of obtaining material to create Lifebook	<input type="checkbox"/>

## BEING PRESENT to the individual

Strength	✓	Developing	✓	Opportunity to Grow	✓
Is available and attentive during sessions	<input type="checkbox"/>	Attention fluctuates between youth and non-related activities	<input type="checkbox"/>	Engages in non-youth related activities (checks email, allows distractions, talks to others not involved in session)	<input type="checkbox"/>
Explores significant past experiences as youth identifies positive and negative feelings about them in present time	<input type="checkbox"/>	Identifies significant experiences but doesn't explore reactions to the experiences	<input type="checkbox"/>	Does not make connection of past experiences with current behaviors	<input type="checkbox"/>
Provides opportunity for reflection as the youth makes decisions about the significance of events and the meaning of relationships	<input type="checkbox"/>	Provides inconsistent support to the meaning given to events and relationships	<input type="checkbox"/>	Makes determinations about relationships without youth input, assigns significance to events on behalf of the youth	<input type="checkbox"/>

© 2024 THE ACADEMY FOR CHILD WELFARE PRACTICE, LLC. ALL RIGHTS RESERVED.

MAY NOT BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC, MECHANICAL, PHOTO COPYING, RECORDING OR OTHERWISE, WITHOUT PRIOR WRITTEN PERMISSION OF THE ACADEMY FOR CHILD WELFARE PRACTICE, LLC.

LISTENING to the stories					
Strength	✓	Developing	✓	Opportunity to Grow	✓
Allows time for youth to express and explore thoughts and feelings		Provides solutions instead of allowing youth to consider options		Dominates interaction; lectures; talks too much; interrupts frequently	
Shows interest in what youth is saying/ expressing; supports flow of youth story		Is impatient while story is shared		Is distracted; does not give full attention; interrupts	
Uses comments, questions and reflections that encourage youth to tell their stories and do their work		Makes limited connections between youth's words/expressions with their work		Does not connect youth words/ expressions with their work	

AFFIRMING perceptions and feelings					
Strength	✓	Developing	✓	Opportunity to Grow	✓
Accepts and validates youth's understanding and/or perceptions of life events with both verbal and non-verbal reassurance		Shows limited acceptance of youth's understanding of life events		Refuses to accept youth's understanding of life events; confronts youth's denials of life events	
Responds to emotion under youth's statements, uses affective words/phrases to accurately reflect feelings		Provides limited reassurance to youth's expressions of feelings responses; does not consistently reflect youth's expressions		Rejects/discounts/minimizes/ignores/ doubts/ and disregards youth's expressions of feelings	
Answers questions honestly with known info; assures access to all known info; assures unknown info will be sought		Avoids providing all information		Tells youth they cannot have certain information/provides inaccurate information	

BRIEFLY SPEAKING in response to questions, comments, and reactions of individual					
Strength	✓	Developing	✓	Opportunity to Grow	✓
Uses brief verbal responses to support processing feelings/thoughts; is comfortable with silence and expressions of grief		Is uncomfortable with silence and expressions of grief		Uncomfortable with silence/expressions of grief; responses do not match youth's expressions; uses humor inappropriately	
Is able to use brief comments and/or questions that encourage youth to explore experiences and express feelings		Is uncertain about how to respond to youth's expressions; uses yes/no questions that limit youth's exploration		Uses questions in an interrogating manner; uses "why" questions; asks leading questions	
Uses self-disclosure about worker feelings and experiences in a manner that facilitates growth in youth		Show's minimal awareness of how use of self-disclosure may interfere with youth's process		Uses self-disclosure to meet worker's own need, diverting attention from the youth	
Provides comforting responses to grief behaviors to build trust		Is uncomfortable responding to the needs of another who is grieving		Does not provide comforting responses; lacks awareness that supporting grieving behaviors builds trust	

RECOGNIZING and ACCEPTING that current BEHAVIORS reflect GRIEF RESPONSES					
Strength	✓	Developing	✓	Opportunity to Grow	✓
Responds to behaviors through a lens of loss; accepts and recognizes that hurt/pain are expressed in behaviors		May not initially connect behaviors as expressions of loss		Responds to grief behavior as intentionally manipulative or resistive	
Supports grief work through comforting words/gestures; responds in the moment to behaviors		Initiates cognitive grief work before youth has given expression to grief feelings		Ignores expressions of feelings; is uncomfortable with feelings of grief; emphasizes explanations for events	
Assists in clarifying and associating behaviors with feelings of loss		Makes inconsistent connections between behaviors and feelings of loss		Responds to grief behaviors as pathological, negative behavior	
Is patient with youth's pace for grieving		Is impatient with the youth's pace		Imposes worker's pace on process	
Acknowledges difference between developmental behaviors and chronological age		Inconsistent awareness of behaviors/developmental age and chronological age		Does not acknowledge difference between developmental behaviors and chronological age	

© 2024 THE ACADEMY FOR CHILD WELFARE PRACTICE, LLC. ALL RIGHTS RESERVED.  
MAY NOT BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC, MECHANICAL, PHOTO COPYING, RECORDING OR OTHERWISE, WITHOUT PRIOR WRITTEN PERMISSION OF THE ACADEMY FOR CHILD WELFARE PRACTICE, LLC.