

<i>SBC Supervisor: Certification Skills Checklist</i>			
	Practicing	Proficient	Excelling
A. Are they PROFICIENT in assisting their workers learn how to really understand what happened?			
1. Can their workers tell a step by step “story” of <u>what</u> actually happened that was not safe or neglectful, and <u>who’s</u> personal problems interfered with safety and/or adequate care?			
2. Are their workers able to differentiate individual issues from family developmental tasks?			
3. Are their workers able to differentiate individual issues that are bothersome/worrisome from those that are directly related to the abuse and/or neglect?			
4. Are their workers able to sort through family issues/problems that are “not best practice” from those that are concerns of abuse or neglect?			
5. Are their workers able to state back a consensus summary of <u>what</u> is not working at the family level, and <u>who</u> on the individual level needs to work on their personal issue(s)?			
B. Are the PROFICIENT in helping their workers learn how to help a family get organized so that the key work can get done and the case kept on track?			
6. Can their workers go from a verbal agreement with the client regarding what needs to happen (consensus summary), to written FLO’s and ILO’s?			
7. Can their workers formulate, and write in everyday language, an outcome (family and individual level) that has all 3 desired parts? a. The family will use... b. A new plan of action c. A protective purpose			
8. Can their workers write initial tasks under each FLO and ILO? d. Development of a specific measurable plan of action e. State who (what service) will help them develop this plan f. Share the plan with whom g. Monitor, document, and celebrate task success/progress			
C. Are they PROFICIENT in helping their workers follow through to ensure that Specific Plans of Action are in place and appropriate?			
9. Are their workers following up to assist their client in developing a plan or ensuring that the provider is working on a written plan of action?			
10. Do their workers meet with the provider if necessary to explain why a specific behavioral plan is needed?			
11. Do their workers know how to assist a client and/or provider in editing tasks so that they can be better documented and celebrated?			
D. Are they Proficient in ensuring that their workers are able to help their families Document and Celebrate their steps of progress?			
12. Do their workers know and use techniques that show interest in progress and work to expand the audience of who knows about the progress?			
13. Do their workers know how to get others involved in noticing and recording new behaviors?			
14. Do their workers know how to celebrate progress in one area even as they prepare to help a client focus on an area of little progress?			
15. Do their workers know how to use positive reinforcement and provide hope versus only noticing when things are going wrong?			
Supervisor’s Name:	Coach’s Name:		Date: