

Aboriginal Child Support Helper DACUM Occupational Analysis

October 4th and 6th, 2004

Facilitated by Mike Stuhldreier

Play and interact with children A	Build rapport with children A1	Express emotions in a healthy manner A2	Model emotional responses and behaviours A3	Nurture children A4	Apply child-focused conflict management principles A5	Guide children's behaviour A6	Celebrate successes, accomplishments, and rites of passage A7	Work with children with special needs A8
	Teach a variety of life skills B1	Teach parenting skills B2	Manage conflict B3	Recognize and learn from the experiences of others (family, children, etc.) B4	Work as part of a team B5	Work with mandated or resistant children / families B6	Develop and build trust with children / families B7	Display a willingness to be open and approachable B8
Interact with others B	Show empathy B9	Build rapport with adults B10	Celebrate family successes, accomplishments, and rites of passage B11	Teach others how to play with children B12	Work with family members with special needs B13			
	Write C1	Speak C2	Listen C3	Read C4	Interpret non-verbal communication C5	Maintain consistency between verbal and non-verbal cues C6	Maintain accurate records and files C7	Identify the impact personal body language and tone of voice can have on others C8
Communicate C	Conduct interviews C9	Write assessments, logs, reports C10	Use Child Welfare systems terminology C11	Demonstrate computer literacy C12				

Help and guide others
D

Identify and utilize resources (intervention, child protection, child advocacy, etc.) D1	Make referrals D2	Follow-up on child's /family's healing plan D3	Respect boundaries (self and others) D4	Identify / recognize the effects of violence on children D5	Maintain professional objectivity D6	Create a child-centred environment D7	Apply crisis counselling principles and theories D8
Identify signs of Post-traumatic Stress Disorder D9	Empower families and children to reclaim their roles D10	Identify and teach strategies to deal and cope with stressors for children and parents D11	Build and maintain child's / individual's sense of self-worth D12	Teach bonding and nurturing skills D13	Utilize a variety of basic helping skills and techniques D14	Develop goals and action plans with children and families D15	Develop safety plans and contracts with children and families D16
Adapt plans / actions to meet specific family dynamics D17	Teach children and individuals how to deal with emotions D18	Provide leadership opportunities to families D19	Develop and document an intervention plan and intervene when necessary D20				

Conduct assessments
E

Identify and document needs E1	Evaluate and document progress E2	Identify and document the dynamics of the family E3	Identify and document the signs of physical abuse E4	Identify and document the signs of emotional abuse E5	Identify and document the signs of sexual abuse D6	Identify and document issues related to attachment and bonding E7	Identify and document family patterns E8
Development basic assessment tools E9	Identify the correct assessment tool for the situation E10	Involve / coordinate families in assessment and evaluation practices E11	Identify and document signs of suicide / depression E12	Identify and document cycles of family violence E13	Demonstrate questioning and probing techniques E14	Identify and document child's level of ability E15	

Apply a variety of healing models
F

Honour and utilize Elders within healing practice F1	Facilitate family group conferencing F2	Facilitate family sharing circles F3	Facilitate basic play therapy techniques F4	Facilitate a variety of healing ceremonies F5	Apply strength-based approaches to healing F6	Incorporate Aboriginal legends, stories and songs into healing methods F7	Apply Medicine Wheel approach to healing F8
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Apply an Aboriginal holistic world-view
G

Apply Seven Sacred Teachings G1	Advocate for people to stand in their truth G2	Honour the gifts of others G3	Recognize the effects of colonization / de-colonization / oppression on self and others G4	Apply effects of colonization / de-colonization / oppression to practice (Aboriginal history) G5	Display cultural awareness G6	Display cultural competence G7	Display cultural proficiency G8
Promote healthy Aboriginal values, beliefs, and behaviours G9	Respect the world-views, values, beliefs, and assumptions of children / families who are different from self G10	Honour the child G11	Identify and work to resolve conflict between Western and Aboriginal values and beliefs G12	Be Spirit-centred and guided G13			

Be professional
H

Identify and maintain personal limits and boundaries H1	Show enthusiasm H2	Demonstrate a commitment to life-long learning H3	Be flexible H4	Be creative H5	Be consistent H6	Maintain client confidentiality H7	Follow ethical guidelines H8
Be self-aware H9	Mentor others H10	Provide leadership to co-workers H11	Follow professional and agency mandates and codes of conduct H12				

Advocate for Children and Families
I

Follow government legislative requirements and procedures I1	Inform / Explain legislated family and child rights I2	Work and advocate within existing social systems, policies, and legal issues I3	Develop resource networks I4	Maintain currency with respect to child and family legislation and guidelines I5	Maintain currency with respect to Child Welfare Systems (Aboriginal and non-Aboriginal) I6	Guide and support children and families through the processes within the Child Welfare systems I7	Work with a variety of Aboriginal communities, jurisdictions, and systems I8
Identify and problem-solve barriers and challenges facing individual children and families I9							

**Care for self
J**

Identify personal limits and issues J1	Work towards solving personal issues J2	Maintain personal health and wellness J3	Identify personal strengths and gifts J4	Maintain healthy personal relationships J5	Maintain positive support systems J6	Acknowledge and honour personal Spirit J7	Identify personal attachment issues J8
Seek out mentors J9	Be self-reflective J10	Debrief J11	Develop and maintain a personal self-care plan J12	Recognize and deal with the symptoms and effects of vicarious trauma J13			

**Apply child development theory
K**

Identify and plan developmentally appropriate interventions K1	Identify cultural and age appropriate rites of passage K2	Describe the stages of child development K3	Interpret / relate children's play to child development theory K4	Identify signs of illnesses / special needs that affect a child's development K5	Work at child's level of ability K6	Observe objectively K7	Describe theories of attachment K8
Identify developmentally appropriate sexual behaviour K9	Incorporate Aboriginal child rearing and family dynamics into theory application K10	Apply traditional approaches to child development K11					