
Name of Aide

ID#

Completed Competency Testing
for
In-Home Aide Services

LEVEL III HOME MANAGEMENT

<u>Demonstrated Skills</u>	<u>Date Completed</u>	<u>Signature</u>
1. Demonstrating, Reinforcing and Teaching Skills; Modifying Behavior A. Demonstrating a Skill B. Reinforcing a Skill C. Teaching a New Skill/Task D. Modifying Behavior on a Skill Incorrectly Performed		
2. Securing and Caring for Household Furnishings		
3. Basic Sewing/Use of Sewing Machine		
4. Planning for a Move, Locating Housing, Organizing Moving Activities		
5. Monitoring Treatment Plans A. Assisting with Medical Appointments and Follow Through		
B. Planning and Preparing Special Diets		
6. Managing Money A. Household Budgeting and Planning		
B. Use of Credit		
7. Comparison Shopping and Consumer Practices		
8. Work Simplification		
9. Monitoring/Reinforcing Progress on Protective Services Goals		

Demonstrated Skills	Date Completed	Signature
10. Dealing with the Public; Reinforcing Parent/School Communication		
11. Menu Planning, Food Handling and Cooking		
12. Promoting/Reinforcing Normal Child Development and Child Care Skills		
A. Feeding an Infant		
1. Breastfeeding		
2. Bottlefeeding		
B. Feeding After Age 4-6 Months		
C. Bathing an Infant; a Child		
D. Dressing an Infant or Small Child		
E. Taking a Child's Temperature		
F. Changing a Baby's Diaper		
G. Toilet Training		
H. Picking Up, Carrying and Putting Down an Infant or Child		
13. Monitoring Home Visits of Foster Children		
14. Using Enrichment Activities and Resources		

Signature(s) of Competency Evaluator _____ Date _____

Name of Agency/Facility _____

Address of Agency/Facility _____

Signature of In-Home Aide _____ Date _____

LEVEL III HOME MANAGEMENT

1.A DEMONSTRATING A SKILL

Aide must meet ___ out of 7 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Identifies/selects a skill or activity that a client/family is handling poorly from the service plan (eg. disciplining a child; comparison shopping).		
2. Tells client there is another way to handle that task and that you would like to demonstrate. (Either gets client's permission or intervenes directly in a high risk situation).		
3. Asks client to observe.		
4. Explains steps in task as they are being demonstrated AND/OR tells <u>why</u> doing task in particular way.		
5. Asks client if (s)he has questions or feelings about the demonstration. Discusses outcome and reactions with client.		
6. Asks client if (s)he would like to learn the skill, or if (s)he already feels capable of trying it out.		
7. Praises client for any interest shown, questions asked, etc.		

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LEVEL III HOME MANAGEMENT

1.B REINFORCING A SKILL

Aide must meet ___ out of 7 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Identifies/selects the skill/task from the service plan that aide would like the client to perform (eg. preparing a simple meal; cleaning a bathroom).		
2. Asks the client if (s)he is ready to perform the task; makes sure the number of distractions will be limited.		
3. Asks client to explain the steps in the task in order; praises correct steps; corrects as necessary.		
4. Asks client to perform task. Praises correct performance of each step. Demonstrates along with client for incorrect steps as they occur.		
5. Reviews entire task with client and discusses any problems, reasons for them and how to overcome. Praises overall effort and accomplishment.		
6. Discusses with client appropriate time(s) and frequency to perform that particular task.		
7. Asks client if s(he) needs any additional review of that task. If yes, sets a time.		

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LEVEL III HOME MANAGEMENT

1.C TEACHING A NEW SKILL/TASK (to an individual)

Aide must meet ___ out of 8 of the numbered steps in order to be considered competent in this skill.

<u>Demonstration</u>	<u>Date</u> <u>Attempted</u>	<u>Date</u> <u>Completed</u>
1. Selects the skill to be worked on from the service plan (eg. toilet training a 3 year old; controlling infection in the home).		
2. Finds out if (and what) client already knows about this task by asking. Recognizes and praises correct information.		
3. Breaks the task down into small steps, and tells or writes down the steps in order for the client.		
4. Demonstrates the first step in the task for the client. Explains why it is done that way.		
5. Asks client to demonstrate the first step. Praises correct performance; re-demonstrates and explains for in-correct performance. Gives client opportunity to re-demonstrate.		
6. Repeats number 4 and 5 for each step until task is completed.		
7. Praises client for efforts and for successes.		
8. Sets time with client to reinforce learning by having the client demonstrate the entire task for the aide.		

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LEVEL III HOME MANAGEMENT

1.D MODIFYING BEHAVIOR OR SKILL INCORRECTLY PERFORMED

Aide must meet ____ out of 6 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Identifies the part(s) of a task or behavior that client is performing incorrectly or ineffectively (eg. planning a menu or shopping list; talking to the landlord about a leak; responding to another person's request).		
2. Asks client if there is anything about the task or behavior that (s)he is unsure about or feels uncomfortable doing, or asks client if (s)he got the results desired.		
3. If client responds with a concern, aide works with her(him) on that part of the task (see "Teaching A New Skill"). [If client doesn't respond, go to Step 5]		
4. Praises client for both recognizing where (s)he had a problem and on progress in correcting it.		
5. Shares her own (aide's) observation of <u>one</u> part of the task/behavior needing improvement and asks if client is willing to work on it. A. If "No", thanks client for listening and offers to help client later, if desired. B. If "Yes", works on that part of task with client.		
6. Praises client for any effort to recognize or work on skill. Recognizes with client that <u>changing</u> the way you do things is often harder than learning a new skill.		

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LEVEL III HOME MANAGEMENT

2. SECURING AND CARING FOR HOUSEHOLD FURNISHINGS

Aide must meet ____ out of 5 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Identified client needs for furniture, appliances, or furnishings.		
2. Identified resources (client, agency or other) for purchasing or otherwise obtaining needed items.		
3. Assisted client in using "Comparison Shopping" and "Use of Credit" skills in obtaining needed items.		
4. Reviewed care instructions for purchased items (eg. stove, sofa, curtains) with client and demonstrated care based on instructions or general knowledge. Reviewed frequency of care needed.		
5. Observed client's ability to maintain proper care of furnishings in subsequent contacts.		

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LEVEL III HOME MANAGEMENT

3. BASIC SEWING/USE OF SEWING MACHINE

Aide must meet ___ out of 5 and/or 6 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
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A. Basic Sewing

1. Attaches and secures button.

2. Repairs break in seam with secure stitching.

3. Repairs tear in fabric with patch or mending stitch.

4. Hems garment with hem stitch or overcast stitch.

5. Takes in or lets out a seam.

B. Use of a Sewing Machine

1. Threads machine correctly.

2. Spins bobbin and loads into machine correctly.

3. Sews a straight row of stitching forward and backward.

4. Repairs a broken seam.

5. Pins or bastes a new seam and stitches correctly.

6. Cleans and oils machine (according to instructions for machine).

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LEVEL III HOME MANAGEMENT

4. PLANNING FOR A MOVE, LOCATING HOUSING, ORGANIZING MOVING ACTIVITIES

(Reference: Level II Home Management Skill "Packing and Moving")

Aide must meet ___ out of 7 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Identified the steps, in order, necessary to move from one residence to another, including: a. identifying residence needs of person/family b. clarifying costs family can afford c. identifying potential housing possibilities in community d. selecting option that best meets needs & resources e. negotiating with landlord for necessary improvements, best price and ongoing services f. understanding and signing contract g. deciding which household items to move and which to dispose of h. packing and moving.		
2. Made contact with and collected information about rental property from one or more rental agencies/landlords.		
3. Communicated options for housing available and described/compared the pros and cons of each.		
4. Related housing options available to needs of specific client(s); assisted client in thinking through options and making choice.		
5. Advocated for client with landlord re: conditions for rental contract.		
6. Developed a plan for moving; shared and re-worked plan with client.		
7. Assisted client/family with move (see Level II, "Packing and Moving").		

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LEVEL III HOME MANAGEMENT

5.A ASSISTING WITH MEDICAL APPOINTMENTS AND FOLLOW THROUGH

Aide must meet ___ out of 6 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Reminded client of appointment in time to prepare for visit.		
2. If necessary, transported client to medical facility. (See "Provide Transportation"- Level I.)		
3. At client's request, sat in on consultation(s) with medical personnel, repeated instructions, and asked questions, as necessary. Asked for written instructions/explanations, as necessary.		
4. Reviewed instructions and procedures with client until client could follow them.		
5. At subsequent contacts checked to see if client followed through on instructions or procedures (eg. use of medications, special diets, exercise regimens).		
6. Positively reinforced compliance; reviewed procedures when appropriate. Notified supervisor when client unable or unwilling to follow through.		

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LEVEL III HOME MANAGEMENT

5.B PLANNING AND PREPARING SPECIAL DIETS

Aide must meet ____ out of 6 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Using special diet food chart or list appropriate to client's condition, (eg. modified diet, low salt, low fat, heart disease, diabetes, specific allergy, etc.), prepared menu for three days, taking client preference into account.		
2. Identified foods in client's kitchen that were appropriate and inappropriate to the special diet. Identified appropriate substitutions for inappropriate or unavailable items.		
3. Prepared special diet food according to specific instructions.		
4. Reinforced client's understanding and consumption of special diet.		
5. Assisted client in evaluating his current diet and eating habits.		
6. Compared food needs and eating habits of infants, young children, adolescents, pregnant women, working men and women and elderly persons. Prepared sample menu for each group.		

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LEVEL III HOME MANAGEMENT

6.A HOUSEHOLD BUDGETING AND PLANNING

Aide must meet ___ out of 5 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Given information about a client's income, other resources, and bills, developed a proposed budget, with possible monthly variations.		
2. Identified potential problem areas in the budget and suggested appropriate solutions.		
3. Balanced a checkbook and a monthly statement.		
4. Identified cost-cutting or money saving options for a defined client situation.		
5. Identified two or more ways a specific client could set up a plan for regular savings (eg., a set \$ amount into a savings account each week or month, having a trusted person document and hold regular contributions, a coin jar for change, a regular deduction from paycheck into savings, etc.).		

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LEVEL III HOME MANAGEMENT

6. B USE OF CREDIT

Aide must meet ___ out of 3 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Identified types of credit potentially available to client: (for example) a. credit cards with specific stores/companies b. generic credit card (eg., VISA) c. accounts with specific stores d. loans from bank, loan company, pawn shop e. personal loans		
2. Described pros and cons of each type, including cost.		
3. Given a specific client example, proposed a plan for using credit that is reasonable and possible for client to manage.		

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LEVEL III HOME MANAGEMENT SKILLS

7. COMPARISON SHOPPING AND CONSUMER PRACTICES

Aide must meet ___ out of 4 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. At grocery store (or using store price and weight labels), selected most cost effective brand and size (eg. canned tomatoes), comparing at least three brands.		
2. Gave two or more reasons why the most cost effective selection might <u>not</u> be the best choice (eg. salt content too high, client/family doesn't like taste, poor quality).		
3. In shopping for a specific item of clothing or linens, selected item that was best according to price, quality and purpose.		
4. In shopping for a specific item of furniture or an appliance, identified item that was best according to price, quality, purpose and credit arrangement (preferably compared at least two store's options).		

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LEVEL III HOME MANAGEMENT

8. WORK SIMPLIFICATION

Aide must meet ___ out of 4 of the numbered steps in order to be considered competent in this skill.

<u>Demonstration</u>	<u>Date</u> <u>Attempted</u>	<u>Date</u> <u>Completed</u>
1. Identified task or responsibility that client has difficulty performing (eg. cleaning kitchen, washing clothes).		
2. Broke down task into doable/learnable components for client; wrote down components for client's and own future reference.		
3. Assisted client in learning and practicing components and checking them off when competent. Helped client recognize accomplishment when total task learned.		
4. Helped client identify and break down next task.		

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LEVEL III HOME MANAGEMENT

9. MONITORING/REINFORCING PROGRESS ON PROTECTIVE SERVICES GOALS

Aide must meet ___ out of 6 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Checked health/physical condition identified on plan of person(s) who had been neglected or abused. Checked to see that resources (eg. food, medications, supplies) of exploited person are adequate and that bills have been paid. Recorded observations.		
2. Asked client/family for verbal review of activities/accomplishments related to service plan since last aide visit. Praised positive steps. Did problem-solving/planning with client/family when progress was minimal or negative.		
3. Helped client/family practice new behavior related to goals.		
4. Observed interactions between identified significant persons during visit. Recorded observations.		
5. Provided assigned supportive activities to carry out plan (eg. transportation to doctor, shopping, money management, linkage with school,etc.).		
6. Reported observations relevant to service plan and client/family progress frequently (or immediately, if critical) to supervisor or primary professional service worker.		

Signature(s) of Competency Evaluator _____ Date _____

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LEVEL III HOME MANAGEMENT

10. DEALING WITH THE PUBLIC; REINFORCING PARENT/SCHOOL COMMUNICATION

Aide must meet ___ out of 10 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Thought through request, statement, complaint, etc., before approaching person. Wrote down major points or stated them out loud.		
2. If appropriate, made appointment with person (eg. landlord, physician, merchant, police, teacher) to discuss issue.		
3. Attended meeting on time, dressed cleanly and neatly.		
4. Spoke slowly and carefully while looking at the person.		
5. Stated request or complaint as briefly and clearly as possible.		
6. Listened to other person's response; asked questions about anything not understood.		
7. Repeated back what was heard in own words. Asked other person if your understanding was correct.		
8. Restated request, if it was not addressed.		
9. Tried to reach a decision or conclusion that both can agree on. Outlined steps each will take.		
10. Wrote down followup plan and responsibilities of both (all) parties.		

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LEVEL III HOME MANAGEMENT

11. MENU PLANNING, FOOD HANDLING AND COOKING

Aide must meet ___ out of 5 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Planned and documented menus for three days (3 meals per day) which provide appropriate daily balance of food groups.		
2. Cleaned, divided and stored fresh fruits, vegetables and meats correctly to prevent spoilage and allow for long term use.		
3. Prepared a balanced meal including a: a. casserole b. cooked dessert		
4. Cooked a variety of foods illustrating ability to: a. bake b. broil c. boil d. microwave (if available)		
5. Prepared various types of leftover foods for storage: a. meats b. casseroles c. vegetables d. fruits e. breads f. deserts		

Signature(s) of Competency Evaluator _____ Date _____

Signature of In-Home Aide _____ Date _____

LEVEL III HOME MANAGEMENT

12. A FEEDING AN INFANT

1). BREASTFEEDING

Aide must meet ___ out of 9 of the numbered steps in order to be considered competent in this skill.

<u>Demonstration</u>	<u>Date Attempted</u>	<u>Date Completed</u>
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Encouraged/supported mother in:

1. Locating comfortable place to sit; relaxing.

2. Placing baby across lap with head in crook of mother's arm, with his arms tucked away.

3. Touching baby's cheek or lower lip to nipple.

4. Allowing baby to grasp dark-colored part of breast in his mouth.

5. Breaking suction (to stop nursing) by putting finger in corner of baby's mouth, between the gums.

6. Feeding baby at both breasts at each feeding, alternating the one to start with.

7. Burping baby at middle and end of each feeding by patting baby on shoulder (or on his stomach across knees) and patting on back until burp is heard.

8. Nursing more often, if baby seems to want more.

9. Caressing, cuddling, and talking to baby during and after feeding.

_____ Signature(s) of Competency Evaluator	_____ Date
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_____ Signature of In-Home Aide	_____ Date
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LEVEL III HOME MANAGEMENT

12. A FEEDING AN INFANT (continued)

2). BOTTLEFEEDING

Aide must meet ___ out of 14 of the numbered steps in order to be considered competent in this skill.

<u>Demonstration</u>	<u>Date Attempted</u>	<u>Date Completed</u>
1. Checked with mother about formula recommended by doctor or clinic.		
2. Ensured adequate supply of formula in the home.		
3. Collected equipment needed: a. 6-8 eight ounce bottles with caps b. 1 nipple per bottle, with a few spares c. 1 bottle brush d. 1 nipple brush		
4. Washed hands.		
5. Made sure bottles, caps and nipples were washed in clean water and detergent (or dishwasher) and rinsed well.		
6. Cleaned and rinsed top of formula can; opened with clean punch type opener.		
7. Followed instructions for diluting, if concentrate or powder; used fresh cold water.		
8. Put on nipple and cap (no warming is necessary).		
9. Fed baby formula within 30 min. of preparation or refrigerated (no more than 2 days).		

LEVEL III HOME MANAGEMENT

12. A FEEDING AN INFANT (continued)

2). BOTTLEFEEDING (continued)

Demonstration	Date Attempted	Date Completed
10. Held baby close in lap with head in crook of arm, a little higher than rest of body.		
11. Tilted bottle to assure milk is in nipple. (Nipple hole should be big enough so milk drips one drop per second.)		
12. Touched nipple next to baby's mouth so he turned and grasped nipple; held bottle at right angle to mouth.		
13. If air bubbles not entering bottle, checked to see if cap is on too tight.		
14. Completed feeding and burping (see steps A. 7, 8, & 9).		

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LEVEL III HOME MANAGEMENT

12. B FEEDING AFTER AGE 4-6 MONTHS

Aide must meet ____ out of 11 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Fed only breastmilk or formula (or combination) for 4-6 months; then cow's milk can be introduced.		
2. Introduced new food one at a time, starting with pure, simple, liquid or semi-solid foods, such as: a. cereal b. vegetables c. fruit		
3. Tested new food every day for several days. Discontinued if baby vomits, has diarrhea, or gets skin rash. Continued use if no ill effects.		
4. Made "baby" foods by mashing fresh prepared food used for rest of family (added water, as needed, but not salt, butter, sugar, or other seasonings); used or refrigerated immediately.		
5. Froze individual portions for storage of more than 24 hr.		
6. Fed baby/child variety of foods from basic food groups: a. fruits, fruit juices b. vegetables (including leafy green vegetables) c. meat, fish, poultry, egg yolk, cheese d. bread, cereal, rice, crackers, pasta (no wheat before 8-9 months). Avoided sweet foods.		
7. Didn't give small foods which can cause choking (raisins, grapes, popcorn, peanuts, etc.)		
8. Encouraged baby to feed himself with fingers.		

LEVEL III HOME MANAGEMENT

12. B FEEDING AFTER AGE 4-6 MONTHS (continued)

<u>Demonstration</u>	<u>Date Attempted</u>	<u>Date Completed</u>
9. Encouraged baby to drink from cup at 5-6 months.		
10. Let baby help handle spoon.		
11. By one year allowed baby to eat most foods (continued to avoid small foods).		

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LEVEL III HOME MANAGEMENT

12. C BATHING AN INFANT; CHILD

Aide must meet ___ out of 12 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Laid out bath items (soap, baby shampoo, soft towels(3), soft cloth, clean clothes, diaper).		
2. Poured or ran water into sink or tub. Checked water temperature with elbow (should feel warm, not hot).		
3. Placed towel on bottom of sink or tub (to avoid falling or slipping).		
4. Took off baby's/child's clothes.		
5. Put baby gently into the water. If infant, supported head and upper body throughout bath.		
6. Washed baby's face gently with wet cloth (no soap). Did not poke eyes, ears or nose.		
7. Washed hair with mild soap or baby shampoo, being careful of soft spot. Rinsed hair well.		
8. Washed the rest of baby's body with soap, including all the creases. Rinsed the soap off.		
9. If child, allowed time for play in the sink or tub. Never left the child alone.		
10. Dried the baby, including the creases.		

LEVEL III HOME MANAGEMENT

12. C BATHING AN INFANT; CHILD (continued)

<u>Demonstration</u>	<u>Date Attempted</u>	<u>Date Completed</u>
11. Diapered and dressed the baby. If child, allowed to "help" with dressing.		
12. Gave the baby lots of hugs. Talked to the baby during the whole bath.		

Signature(s) of Competency Evaluator Date

Signature of In-Home Aide Date

12. D DRESSING AN INFANT OR SMALL CHILD

Aide must meet ___ out of 7 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Laid out clean clothes appropriate to weather and planned activities.		
2. Put child in location comfortable for changing (bed, couch, floor or mat, changing table). Checked to see if diaper dry--changed, if necessary. Removed any other soiled clothing.		
3. Put underwear on child, while talking and playing with him. Took care of soft spot and face, if garment goes over the head.		
4. Put outer garments on child, checking to see that snaps, buttons, or zippers are fastened properly and don't hurt child. Talked to child about what doing and why.		
5. Put on socks and shoes, if needed. Put on outdoor wear, if needed. Kept talking.		
6. Hugged and kissed child and put in safe place.		
7. Disposed of soiled clothing properly.		

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LEVEL III HOME MANAGEMENT

12. E TAKING CHILD'S TEMPERATURE

Aide must meet ___ out of 9 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Put baby on your lap.		
2. Took off any clothes that will get in the way (like a shirt or undershirt).		
3. Held an axillary thermometer at the top (not by the end with the silver bulb). Shook the thermometer to 96 degrees F. or less.		
4. Put the bulb under the baby's arm at the armpit. Held the baby's arm next to his body. Held the baby's elbow next to his side and put the baby's hand on the opposite shoulder. Kept the bulb in the armpit.		
5. Kept the thermometer under the baby's arm for 3 to 4 minutes (about the length of 2 to 3 songs on the radio).		
6. Held the thermometer near a good light. Read the thermometer number (turned slowly until line seen). NOTE: 97.6 is normal. 101 means baby is too hot.		
7. If temperature was "too hot", prompted mother to take appropriate action (eg. to call the child's doctor or clinic).		
8. Washed the thermometer with cold water and soap (hot water will crack it). Rinsed with cold water. Wiped with rubbing alcohol. Put away.		
9. Washed hands.		

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LEVEL III HOME MANAGEMENT

12. F CHANGING A BABY'S DIAPER

Aide must meet ____ out of 10 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. Laid out changing items (fresh diapers, pins, washcloth, soap and water, powder or lotion or ointment, trash basket or diaper pail). Folded diaper to be ready for use, with thickness in front for boys and back for girls; or put out disposable diaper in age appropriate size.		
2. Removed soiled diaper and set aside.		
3. Washed baby's bottom with soap and water. Rinsed soap from bottom.		
4. Dried baby's bottom completely. Used powder, lotion or ointment as directed or needed.		
5. For girl, laid her on top of diaper and pulled it through legs to tummy. For boy, put diaper over penis and folded through legs to back.		
6. Slipped finger between diaper and baby while pinning. Ran pin sideways, not up and down. (Or, attached fastening tape of disposable diapers so that they stayed on but were comfortable for baby.)		
7. Hugged and kissed baby and put him in a safe place.		
8. Rinsed out dirty cloth diapers in toilet before putting in diaper pail. OR Tore out thin inside liner with stool from disposable diaper and flushed down toilet. Placed diaper in trash.		

LEVEL III HOME MANAGEMENT

12. F CHANGING A BABY'S DIAPER (continued)

<u>Demonstration</u>	<u>Date Attempted</u>	<u>Date Completed</u>
9. Washed hands with soap and water.		
10. Explained pros and cons of using cloth diapers vs. disposables. Explained the cost difference of using disposables, own diapers, and diaper service.		

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LEVEL III HOME MANAGEMENT

12. G TOILET TRAINING

Aide must meet ___ out of 7 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
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1. Identified three ways to know whether child is ready for toilet training. Examples:
 - A. Diaper stays dry for 2 to 3 hours.
 - B. Child shows he knows when diaper is wet or dirty.
 - C. Child watches and wants to copy family member sitting on toilet.
 - D. Child follows simple instructions ("sit down", "go to the kitchen", "point to your eyes").
 - E. Child can ask for things; can use some words.
 - F. Child wants to make family members happy.
 - G. Child can pick up food or toys with fingers.
 - H. Child is at least 2 1/2 years old.If child can do most of these, he is ready for training.

2. Helped child sit on potty seat once a day in beginning for up to 10 minutes. Stayed and talked with child. Praised child for sitting.

3. When 5 to 10 minutes is comfortable for child, placed on potty seat every 30 to 60 minutes. Stayed and talked with child.

4. Praised child when he goes in potty. Only talked to child about successes. Wiped soiled areas.

5. Helped child to wash hands after going to potty.

6. Didn't scold or punish for accidents. If child was upset, reassured him. Cleaned up accident without comment.

7. Explained procedure and "reasons why" to child's caregiver(s).

Signature(s) of Competency Evaluator

Date

Signature of In-Home Aide

Date

LEVEL III HOME MANAGEMENT

12.H PICKING UP, CARRYING AND PUTTING DOWN INFANT OR CHILD

Aide must meet ____ out of 5 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
1. For infant, picked up baby (or doll) by putting one hand under back of head/neck and the other under back/buttocks.		
2. For infant, carried on chest/shoulder by supporting head and buttocks with hands; carried/cradled in arms by supporting head/neck in elbow joint and buttocks/legs in hand.		
3. For infant, put down gently by releasing body first and head last onto protected surface.		
4. For child who has complete ability to hold up his head (at least age 6 mo.), picked up child (or large doll) by putting hand under each armpit, or by putting one arm under back and shoulders and one under knees. Allowed child to assist in balancing his weight or getting into a secure position. If asleep, also supported head.		
5. Reviewed with family members the "don'ts" and "whys" related to holding or moving children: A. <u>Never</u> hold a child by the arms or trunk (body) and shake repeatedly or severely. [Reason: can cause severe brain injuries or even death] B. <u>Never</u> throw a child against a crib or other surface. [Reason: it can break the skull or other bones or injure the brain itself] C. <u>Don't</u> pick up child by one or both arms. [Reason: it can stretch ligaments or dislocate arm and be painful to child]		

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LEVEL III HOME MANAGEMENT

13. MONITOR HOME VISITS OF FOSTER CHILDREN

Aide must meet ____ out of 6 of the numbered steps in order to be considered competent in this skill.

1. Transported child(ren) from foster home to home of birth family. Reviewed with child(ren) how long visit will last and planned activities for the visit. Noted mood and comments of child(ren) regarding visit.

2. Allowed child(ren) and parent/family to interact freely. Mentally noted who took part in visit and how each person interacted.

3. Encouraged family to follow through with specific plans made for the visit. Positively supported efforts to interact in new, more positive ways.

4.
 - A. If visit went according to plan, positively reinforced family and returned child(ren) to foster home according to schedule. If plans have been made for future visits, restated plans with child(ren) and adults. Noted mood and comments of child(ren) during return to foster home.
 - B. If family situation/environment did not meet planned expectations and negatively affected child(ren), removed child(ren) immediately and returned to foster home. Explained to child(ren) that change in plans was not his/their fault. Noted comments and mood of child(ren) on return to foster home.

5. Explained change in plans to foster parent, or reported on positive outcome of visit.

6. Reported outcomes of visit to social worker, including: ability of family to follow through with plan, successes and failures experienced by child(ren) and adult(s), specific observations of behavior, especially as related to previous abuse or neglect.

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LEVEL III HOME MANAGEMENT

14. USING ENRICHMENT ACTIVITIES AND RESOURCES

Aide must meet ___ out of 4 of the numbered steps in order to be considered competent in this skill.

Demonstration	Date Attempted	Date Completed
<p>1. Identified at least two community activities or resources that are free or low cost that adults and/or children from each age group can use:</p> <p style="padding-left: 40px;"><u>Examples</u></p> <p>a. age 1-5 playgrounds, library</p> <p>b. age 6-10 recreation center, library, museums</p> <p>c. age 11-15 school clubs, museums (art, history, science)</p> <p>d. age 16-20 recreation center, community sports, historic sites</p> <p>e. adults public parks, gardens, lakes and rivers, campgrounds, community college programs</p> <p>f. older adults senior center programs, churches</p>		
<p>2. Organized a family trip to a special place in the community (eg. fire house, police station, bakery, locksmith, farm, mill, fish hatchery, museum, restaurant kitchen, etc.).</p> <p>Before:</p> <p>a. called ahead</p> <p>b. talked with family about where going and what will be seen</p> <p>c. planned/prepared what to take along</p> <p>d. invited all interested family members</p> <p>After:</p> <p>e. talked with family about where been and what seen and done</p> <p>f. encouraged children (and adults) to talk about visit or tell a story about trip or draw pictures about what they saw.</p>		
<p>3. Planned visit to the library or arranged for bookmobile to come to neighborhood.</p> <p>a. identified special activities and services offered by library (eg. story hour, movies, puppet show, records, audio tapes, video tapes, games, etc.)</p> <p>b. identified special interests and approximate reading levels of family members</p>		

LEVEL III HOME MANAGEMENT

14. USING ENRICHMENT ACTIVITIES AND RESOURCES (continued)

<u>Demonstration</u>	<u>Date Attempted</u>	<u>Date Completed</u>
3. c. involved individual/family in planning visit; briefed them on how librarian can help (eg.in getting library card, as well as services) d. assisted individual/family in finding materials at library, or introduced them to librarian for assistance e. reviewed outcome of visit with family f. talked with individual/family about followup visits on their own (or with assistance, as needed)		
4. Planned indoor or outdoor activities that involve thinking, remembering or physical learning. EXAMPLES: a. Using old magazines, talk about pictures, cut out pictures that fit a topic of interest ("what I'd like to do", "who I'd like to meet"), glue pictures into a collage. b. Plan and create a small garden, window box or terrarium using free or inexpensive easily available materials. c. Put together activity boxes for children that can be saved for and used on a rainy day. d. Use music (tape or record) as basis for creating structured movement/dance or dramatic interpretation with adults or children.		

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Date

Signature of In-Home Aide

Date