

## Child Intervention Practitioner – Subsidiary 6

### APS Benchmark Listings

Sub.	Bench- mark No.	Department	Working Title Job Title	Know-How				Creativity/ Problem Solving		Responsibility		Total Points
				Prof./ Cont.	Comp. Div.	H.R. Skills	Points	%	Points	Profile	Points	
Child Intervention Practitioner 3 (Point Range 519 - 613)												
06	<a href="#">063CI01</a>	Children and Family Services	Child Intervention Supervisor	F	I	3	304	38	115	R2	152	571
Child Intervention Practitioner 2 (Point Range 371 - 518)												
06	<a href="#">062CI01</a>	Children and Family Services	Child Intervention Practitioner	E+	I	3	264	33	87	R1	100	451
Child Intervention Practitioner 1 (Point Range 269 - 370)												
06	<a href="#">061CI01</a>	Children and Family Services	Entry Level, Child Intervention Practitioner	E-	I	2	175	29	50	R1	57	282

**Last Review / Update: January 2026**

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## Subsidiary 6

### Benchmark Evaluation – 063CI01

#### Identification Section

<b>Working Title:</b>	Child Intervention Supervisor
<b>Department:</b>	Children and Family Services
<b>Division, Branch/Unit:</b>	Child Intervention Division
<b>Reports To:</b>	Child Intervention Delivery Manager
<b>Levels to D.M.:</b>	4
<b>Job Description:</b>	<a href="#">063CI01</a>
<b>Minimum Recruitment Standard:</b>	See <a href="#">Minimum Recruitment Standards</a> for Child Intervention Practitioner
<b>Job Code:</b>	<a href="#">063CI</a> - Child Intervention Practitioner 3

#### Comments on Role

Children and Family Services is committed to ongoing improvement and pursuit of excellence in services to children, youth, and families. The Child Intervention Practice Framework guides casework practice and directions are provided by the *Child Youth and Family Enhancement Act* (CYFEA). CYFEA places emphasis on assessing children and families to determine the safety of the child, the need for intervention and the type of intervention required. The framework is based on the philosophy that children, youth, and families should have input into decisions affecting their lives, with assessment, engagement, and collaboration as its cornerstones.

The Child Intervention (CI) Supervisor ensures casework aligns with the direction of the Child Intervention Division and Ministry. The position focuses on ensuring that Practitioners are making sound decisions that support child safety and family integrity, implementing Ministry policies and procedures and building staff capacity through coaching and critical thinking. The position provides direction and support for practice, assesses worker strengths to match workload/caseload and ensures program services comply with accepted practices and within the guidelines prescribed by legislation, regulations and ministry policy and procedure.

#### Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
F I 3 304	38% 115	R2 152	571

#### Comments on Evaluation

##### ▪ Knowledge:

##### **Professional/Content Knowledge:**

The Child Intervention (CI) Supervisor requires professional skills in child intervention supported by theoretical knowledge, work experience, and training. The position possesses a strong understanding of child intervention programs and services, related legislation, particularly the CYFEA, as well as associated policies, procedures, practice standards and casework principles to guide decision making and ensure compliance. This knowledge

enables the supervisor to deliver regional programs, provide direction and consultation, and support staff in adhering to legislative requirements.

A thorough understanding of the scope, complexity and diversity of regional service delivery, Indigenous and other cultures, court procedures and protocols, and community resources is essential to address diverse and urgent issues. The position also requires knowledge of supervisory principles/practices, human resource policies and procedures, occupational health and safety and the code of conduct to supervise professional staff.

The position applies extensive knowledge and substantial experience to address a wide range of complex situations and issues within the child intervention system. This depth and breadth of knowledge enable the position to analyze, interpret, and integrate diverse information to develop effective strategies and solutions, supporting the F rating.

### **Complexity and Diversity:**

The CI Supervisor provides leadership, monitors and evaluates work, provides consultation and support to staff to ensure adherence to policies and procedures. This requires an understanding of the broad scope and diversity of child intervention programs and services complex legislation, policies, practices, and standards. The position applies analytical and conceptual skills to advise staff and respond to a variety of complex and diverse case-related issues. It does not involve regional integration of systems, policy alignment, or strategic influence across multiple regions, which are required for an I+ level.

### **Human Relations Skill:**

This position provides full supervision to professional staff, including assigning, monitoring, coaching, mentoring and evaluating, which requires significant interpersonal skills and an understanding of human behavior. The decisions and actions of the position have long-term impacts on the lives of children, youth and families.

Critical, unpredictable and highly emotionally charged situations arise frequently, requiring the position to support staff in processing emotional impacts, and to engage with children, families and communities. These responsibilities require the application of an in-depth understanding of human behavior.

### ▪ **Creativity/Problem Solving:**

The CI Supervisor reports to a delivery manager and works with considerable latitude and operational independence in supervising assigned staff in the delivery of child intervention programs and services within established legislation, policies, practices and regional objectives. Responsibilities and delegated decision making are guided by the CYFEA, *Protection of Sexual Exploitation of Children Act* and *Drug Endangerment to Children Act* and other related legislation, some of which are vague and require significant interpretation, while others are very complex. Policies, practices framework, and models guide the supervisor when consulting and responding to diverse and complex situations. The work environment is not only complex but also unpredictable, as file status can quickly change, escalating risk and/or requiring immediate response. Staff seek consultation and guidance on policy, legislation, and practice interpretation on issues relevant to their cases. These varied and complex issues/problems require a deep understanding of the complexities of the situation and the ability to apply analytical, evaluative and critical thinking skills, along with professional knowledge and experience to formulate appropriate responses/course of action, supporting a rating of 38%.

### ▪ **Responsibility:**

The position is responsible for supervising staff delivering child intervention programs and services within a segment of the region. The position makes final program decisions within the scope of its legislated delegated authority.

**Last reviewed: December 2025**

## Subsidiary 6 Benchmark

### Job Description – 063CI01

#### Purpose

*(Brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.)*

Children and Family Services is committed to continuous improvement and excellence in services to children, youth, and families. Guided by the *Child Youth and Family Enhancement Act* (CYFEA) and the Child Intervention Practice Framework, our approach emphasizes assessment, engagement, and collaboration. We believe children, youth, and families should actively participate in decisions that affect their lives.

The Child Intervention (CI) Supervisor plays a critical role in aligning casework practice with Ministry direction. This position ensures that practitioners' decisions are rooted in sound practice, prioritize child safety and family integrity, and comply with legislation, regulations, and Ministry policy. This position assigns work to Child Intervention practitioners, provides guidance, consultation and direction to workers to ensure sound practice and adhere to accountability measures and quality assurance standards. This position maintains oversight for a unit of Child Intervention Practitioners and maintains processes and standards for the completion of work while maintaining positive workplace culture.

#### Responsibilities and Activities

*(The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3 major activities should be described.)*

**Supervision & Leadership** - The CI Supervisor provides leadership and oversight to ensure high-quality, values-based child intervention practice.

##### Responsibilities include:

- Clarifying roles, expectations, and professional norms, including communication standards, documentation, time management, and confidentiality.
- Providing regular supervision sessions to provide direction, support reflective practice, critical thinking, and alignment between values and casework.
- Demonstrating expert knowledge of the Child Intervention Practice Framework and modeling best practices in assessment, engagement, and intervention.
- Supporting staff in high-risk assessments, intake decisions, and key decision points within the CI Practice Framework.
- Coaching practitioners on workload management, risk prioritization, and translating theory and research into practice.
- Building staff capacity in assessment, analysis, intervention planning, and problem-solving.
- Supporting professional development through training, timely feedback, learning plans, and mentorship.
- Promoting staff wellness and developing safety response protocols to support worker safety.
- Monitoring and guiding practice to ensure compliance with legislation, policy, and ethical standards.
- Reviewing and approving case decisions, assessments, and plans to ensure quality and safety.
- Participating in staff recruitment and onboarding processes.
- Upholding and modeling the organization's Code of Conduct and Ethics.

**Team Building and Workplace Engagement** - The CI Supervisor fosters a collaborative, respectful, and high-performing team culture by:

- Organizing and facilitating regular unit meetings and case discussions.
- Promoting ethical practice, professional decorum, and adherence to reporting obligations and confidentiality laws.

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- Encouraging collegiality, mutual respect, and a shared vision within the team and broader organization.
- Collaborating with management to set and monitor individual performance goals aligned with Ministry and regional plans.
- Supporting staff in achieving performance goals through coaching, feedback, and performance reviews.
- Ensuring timely orientation for new staff and completion of employee assessments that highlight strengths and areas for growth.
- Encouraging continuous learning and career development opportunities.
- Addressing performance concerns and taking corrective action to support team effectiveness.
- Creating opportunities for team building while recognizing individual contributions.
- Maintain working knowledge of human resource legislation, policies, and collective agreements.
- Collaborating with colleagues across the Region and Ministry to support integrated service delivery.

Intervention and Evaluation Support - The CI Supervisor supports practitioners in delivering effective, culturally responsive, and evidence-informed interventions by:

- Applying the CI Practice Framework to guide engagement, communication, empathy, and collaboration with families and stakeholders.
- Supporting practitioners in conducting comprehensive assessments, clarifying presenting issues, and identifying family strengths and resources.
- Assisting in the development and adaptation of case plans, ensuring they are goal-oriented, realistic, and culturally sensitive.
- Providing theory-specific intervention strategies and guidance on family development, life cycle issues, and human behavior.
- Offering expertise on the CYFEA, Signs of Safety tools, and relevant policies and procedures.
- Preparing and presenting evidence in court, with knowledge of local judicial processes.
- Encouraging self-awareness and reflective practice among staff to enhance professional growth and service quality.

Administrative Oversight - The CI Supervisor ensures that administrative functions support effective casework and organizational accountability:

- Monitoring expenditures and ensuring alignment with budgets and contracts.
- Overseeing personnel administration in compliance with applicable legislation, policies, and agreements.
- Contributing to business and operational planning to align unit activities with strategic goals.
- Utilizing administrative, financial, and information management systems effectively.

## Scope

*(List specific information that illustrates what internal or external areas the job impacts, and the diversity, complexity, and creativity of the job.)*

### Typical problems solved:

The Child Intervention Supervisor exercises considerable independence and holds Delegation of Authority appropriate to the role. Decisions are guided by professional judgment and a commitment to child and family well-being, within the parameters of:

- *The Child, Youth and Family Enhancement Act (CYFEA).*
- Relevant legislation, regulations, policies, and standards.
- The philosophy and principles of the Child Intervention Practice Framework.
- The Ministry's business plan, strategic direction, and the *Financial Administration Act*.
- The Supervisor ensures that Child Intervention practice aligns with both regional and ministerial priorities. While the primary focus is on practice supervision, the role also includes administrative oversight to ensure compliance, accountability, and effective service delivery.

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### Types of guidance available for problem solving:

- Executive Director.
- Directors.
- Management Team.
- Directors and managers of contracted service providers.
- Legal system (lawyers, courts, RCMP, police, AB Justice Managers).
- Office of the Child and Youth Advocate.
- DFNA Director, managers, and supervisors.
- Community agencies and service providers.

### Direct or indirect impacts of decisions:

Supervisors play a pivotal role in shaping the delivery of child intervention services through decisions that directly affect access to supports, alignment with legislation, and the consistency of care. Their leadership ensures that practice principles - such as safety, trauma-informed approaches, and cultural responsiveness - are upheld across teams. Indirectly, supervisors influence how front-line staff interpret policy, manage workloads, and engage with families, which can affect morale, retention, and service quality. Over time, their guidance fosters stronger family relationships, enhances resilience in children and youth, and builds trust with communities and partners.

### Knowledge, Skills, and Abilities

*(Provide a list of the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed for direct interaction with others not only diplomas and degrees. Specific training if it is an occupational certification/registration required for the job.)*

### Education:

- Bachelor's Degree (4 years) in Social Work
- Two years of progressively responsible experience in Child Intervention.
- Individuals holding a Master's, Bachelor's, or Diploma in Social Work must be registered with the Alberta College of Social Workers.

### Contacts

*(The main contacts of this position and the purpose of those contacts.)*

- Child Intervention Division employees.
- Child with their family and may include extended family.
- Professionals (hospitals, schools).
- Colleagues and other managers and directors.
- Community agencies-service providers.
- Legal system (courts, lawyers, RCMP, police).
- Other government program areas (i.e. The Office of the Child and Youth Advocate).
- Other provincial ministries.
- First Nations Designates.

### Supervision Exercised

The position directly supervises staff.

## Subsidiary 6

### Benchmark Evaluation – 062CI01

#### Identification Section

<b>Working Title:</b>	Child Intervention Practitioner
<b>Department:</b>	Children and Family Services
<b>Division, Branch/Unit:</b>	Child Intervention Division
<b>Reports To:</b>	Child Intervention Supervisor (CIP3)
<b>Levels to D.M.:</b>	5
<b>Job Description:</b>	<a href="#">062CI01</a>
<b>Minimum Recruitment Standard:</b>	See <a href="#">Minimum Recruitment Standards</a> for Child Intervention Practitioner
<b>Job Code:</b>	<a href="#">062CI</a> – Child Intervention Practitioner 2

#### Comments on Role

The Child Intervention (CI) Practitioner delivers professional child intervention services under the Child Intervention Practice Framework and the *Child, Youth and Family Enhancement Act* (CYFEA). The role centers on promoting safety, best interests, and wellness for children and youth, while enhancing caregiver capacity and improving family functioning. Practitioners are accountable for ongoing assessment of safety and well-being, determining intervention needs, and leading case planning and guardianship responsibilities. Practitioners manage complex and high-risk cases with minimal supervision, including joint investigations with law enforcement and consultations with medical experts. They apply core practice principles and the Signs of Safety approach, while mentoring and modeling best practices for less experienced staff. The position requires collaboration with families, colleagues, and stakeholders to achieve organizational priorities such as kinship care and reducing the number of Indigenous children in care, ensuring culturally responsive and effective interventions.

#### Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E+ I 3 264	33% 87	R1 100	451

#### Comments on Evaluation

##### ▪ Knowledge:

##### Professional/Content Knowledge:

This full working level position requires extensive theoretical and practical knowledge to manage complex child intervention responsibilities. The position requires a comprehensive understanding of legislation and legal authorities, including the CYFEA, *Protection of Children Abusing Drugs Act*, *Drug-Endangered Children Act*, *Protection Against Family Violence Act*, *Protection of Sexually Exploited Children Act*, and legislation respecting First Nations, Inuit, and Métis children, youth and families, along with associated policies, directives, and practice standards.

The position requires a breadth and some depth of knowledge, gained through academic preparation, training for

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delegation, and significant experience with CI cases of varying complexity. This involves interpreting and applying these authorities in highly complex situations. It requires proficiency in practice methodologies such as Signs of Safety, trauma-informed approaches, and cultural protocols, combined with the ability to prepare and present legal documentation and evidence in court. The breadth and depth of theoretical and program knowledge, combined with the complexity of applying it in dynamic, legally sensitive environments, supports the push (+) on the E. An F rating is not supported as the position is not the content expert in all areas of CI.

### **Complexity and Diversity:**

The Child Intervention Practitioner is appropriately rated at level I as the position focuses on managing its own caseload and applying conceptual understanding to assess individual child and family needs, develop plans, and implement interventions. While the position requires collaboration with families, community partners, and other team members, its scope remains operational and case specific. It does not involve regional integration of systems, policy alignment, or strategic influence across multiple regions, which are required for a push (+) on the I.

### **Human Relations Skill:**

The position consistently applies advanced interpersonal, negotiation, and conflict resolution skills in emotionally charged situations during ongoing case management. The position frequently manages high emotional intensity interactions with children, families, and collateral contacts, de-escalate volatile situations and restore calm. The position leads sensitive discussions independently, demonstrating diplomacy and professionalism to maintain trust and resolve conflicts in high-stakes environments.

### ▪ **Creativity/Problem Solving:**

The position applies judgment and innovative thinking to address complex child intervention issues. It analyzes situations involving safety concerns, cultural factors, and legal requirements, then develops practical solutions that balance immediate and long-term needs. Examples include creating safety plans using least intrusive measures, adapting strategies for high-risk cases, and coordinating supports across families, caregivers, and community networks. The position also responds to urgent crises, interprets legislation in unique contexts, and recommends adjustments when processes or resource gaps are identified. Practitioners use tools, such as Signs of Safety and trauma-informed approaches, combined with knowledge of cultural protocols and community resources to design tailored solutions, supporting a rating of 33%. A rating of 38% is not supported as the position applies advanced problem solving within established frameworks rather than defining policy or research. When solutions fall outside established practices and precedents, approval from a supervisor or manager is required before proceeding.

### ▪ **Responsibility:**

The position's primary focus is case management and service delivery. It analyzes complex situations, develops recommendations, and implements solutions within established legislation and practice frameworks. While the position may identify gaps and propose improvements, it does not participate in program or policy development.

**Last Reviewed: December 2025**



## Subsidiary 6 Benchmark

### Job Description – 062CI01

#### Purpose

*(Brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.)*

Children and Family Services is committed to continuous improvement and excellence in supporting children, youth, and families. Guided by the Child Intervention Practice Framework and the *Child, Youth and Family Enhancement Act* (CYFEA), the Child Intervention (CI) Practitioner assesses safety and well-being, determines the need for intervention, and delivers timely, appropriate supports. This role centers on promoting safety, best interests, and wellness for children and youth, while enhancing caregiver capacity and family functioning. Practitioners work collaboratively with diverse communities, including newcomers and First Nations, Métis, and Inuit families, to ensure culturally responsive care and meaningful connection. CI Practitioners lead case planning, guardianship responsibilities, and service coordination, applying core practice principles and the Signs of Safety approach. They manage complex cases with minimal supervision, including joint investigations with law enforcement and consultations with medical teams. Practitioners actively contribute to organizational goals through collaboration with families, colleagues, stakeholders, and leadership.

#### Responsibilities and Activities

*(The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3 major activities should be described.)*

##### Intake, Safety Assessment & Planning:

- Conduct intake and safety assessments by gathering and analyzing information to determine child protection needs.
- Identify immediate safety concerns, past harm, potential risks, and family strengths using the CYFEA framework, including for complex cases.
- Interview children, caregivers, and collateral contacts to assess risk and determine appropriate interventions.
- Collaborate with families and support networks to develop safety plans that are immediate, interim, and long-term, using least intrusive measures.
- Facilitate and monitor safety network meetings, ensuring clear purpose, preparation, and outcome tracking.
- Distinguish between safety concerns requiring intervention and complicating factors.
- Exercise delegated authority in decision-making and engagement with families and communities.
- Connect families to early intervention supports and community resources.
- Participate in joint interviews with law enforcement and sexual assault centers, clarifying roles and responsibilities.

##### Case Management and Legal Responsibilities:

- Engage children and youth to ensure their voices are reflected in all aspects of service planning.
- Make guardianship decisions under appropriate legal authorities.
- Refer and collaborate with service providers, community resources, and support networks.
- Lead collaborative case planning and peer consultation to align with best practices and legislation.
- Prepare legal documentation including applications, affidavits, and plans under various legal authorities (e.g., Apprehension, TGO, PGO, Secure Treatment).
- Present evidence and testify in court; attend mediation, JDR, and pre-court proceedings.
- Consult with the Children and Family Services Legal team as needed.
- Monitor client progress and compliance, identifying opportunities for positive change and increased safety.

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- Use Signs of Safety and other practice tools to validate assumptions and guide decision-making.
- Pursue permanency planning while maintaining cultural and familial connections.
- Coordinate and supervise visits, attend appointments, and ensure meaningful contact is documented.
- Collaborate with caregivers to meet children's needs, including respite, education, cultural plans, and placement stability.
- Respond to urgent matters during on-call rotations (evenings/weekends).
- Adhere to Child Intervention safety standards and CYFEA policies.

#### Cultural, Educational and Community Connections:

- Support children and youth in maintaining cultural, spiritual, and familial relationships.
- Facilitate family finding and cultural mapping to ensure lifelong connections.
- Collaborate on cultural plans with caregivers and First Nations Designates.
- Lead development of success-in-school protocols and support educational planning.
- Partner with caregivers to address trauma, development, and cultural identity.
- Promote inclusion in decision-making and planning for care.

#### Documentation, Administrative Duties:

- Complete thorough documentation and CICIO data entry for assessments, plans, referrals, consents, and notifications.
- Use case connect and other systems to log contacts, legal updates, placement details, and health information.
- Review invoices and receipts for approved purchases (e.g., clothing, cribs).

#### Professional Collaboration and Development:

- Participate in appreciative inquiry, case reviews, group supervision, and advisory roles.
- Use Alberta Practice tools such as safety road maps, scales, and consultations.
- Build respectful partnerships with families, networks, and community agencies.
- Liaise with Ministry partners (Health, Police, Education) to address service gaps.
- Lead or contribute to office committees, special projects, and public education initiatives.
- Contribute to a positive workplace culture.

### Scope

*(List specific information that illustrates what internal or external areas the job impacts, and the diversity, complexity, and creativity of the job.)*

#### Typical problems solved:

Child Intervention Practitioners exercise sound judgment and delegated authority to plan for the immediate, interim, and long-term safety of children and families, in alignment with the CYFEA. They prioritize safety while navigating various legal statuses and case complexities, selecting appropriate resources and placements based on the best interests of the child. Decision-making is collaborative and consultative, involving supervisors, leadership, families, caregivers, cultural representatives, and the child. Practitioners identify and address a wide range of barriers - parenting, legal, emotional, mental health, cultural, educational, and financial - while advocating for families and reducing systemic inequities. They continuously assess the need for intervention and service adjustments, and actively participate in group supervision, case reviews, and professional consultations to support informed, ethical, and culturally responsive decisions.

#### Types of guidance available for problem solving:

- Lawyers/Courts for court preparation/documentation. To accurately relay information to Judges through court reports and verbally, either taking the stand or over the phone.
- Supervisor, manager and colleagues for case consultation, information sharing and to determine appropriate

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case status

- Other government program areas (i.e. The Office of the Child and Youth Advocate, AISH, PDD, Alberta Works, etc.).

#### Direct or indirect impact of decisions:

Child Intervention Practitioners make complex decisions that directly affect the safety, development, and long-term outcomes of children, youth, and families. Decisions made by child intervention practitioners have a profound and lasting influence on the safety, stability, and development of children, youth, and families. Their work involves coordinating with justice, health, education, and community partners to ensure holistic, culturally responsive, and legally sound interventions. These decisions influence public trust, shape service delivery, and contribute to evolving interpretations of legislation like the CYFEA. Practitioners also play a critical role in preserving Indigenous children's cultural connections and in supporting stable, nurturing placements that foster emotional and psychological well-being.

### Knowledge, Skills, and Abilities

*(Provide a list of the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed for direct interaction with others not only diplomas and degrees. Specific training if it is an occupational certification/registration required for the job.)*

#### Education:

- Bachelor's Degree (4 year) in Social Work and related experience required.
- Individuals holding a Master's, Bachelor's, or Diploma in Social Work must be registered with the Alberta College of Social Workers.

#### Practical Knowledge & Skills:

- Build trusting relationships with children, youth, and families to identify strengths, promote safety, and support positive change.
- Conduct thorough assessments using analytical, interviewing, and conflict resolution skills.
- Navigate complex family dynamics and collaborate effectively with caregivers, professionals, and community partners.
- Communicate clearly and professionally, both orally and in writing.
- Demonstrate strong organizational, time management, and independent decision-making skills.
- Maintain emotional resilience and self-awareness in high-stress and trauma-exposed environments.
- Apply delegated authority respectfully, recognizing families as experts in their own lives.
- Use global and forensic interviewing techniques to gather accurate information.
- Support youth transitions to adulthood through strategic planning and interagency collaboration.
- Respond to crises, including suicide intervention, with appropriate tools and strategies.
- Utilize multiple digital platforms (e.g., CICIO, 1GX, SharePoint) for documentation and case management.
- Engage in continuous learning, self-reflection, and professional development.
- Participate in committees, collaborative reviews, and community partnerships.
- Uphold ethical standards, empathy, and cultural sensitivity in all interactions.
- Recognize and apply appropriate levels of consultation (daily, third-party, category 4).

#### Theoretical Knowledge:

Comprehensive understanding of relevant legislation, including:

- *Child, Youth and Family Enhancement Act (CYFEA).*
- *Children's First Act.*
- *Protection of Children Abusing Drugs Act (PChAD).*
- *Drug-Endangered Children Act (DECA).*
- *Protection Against Family Violence Act (PAVA).*

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- *Protection of Sexually Exploited Children Act (PSECA).*
- Act respecting First Nations, Inuit, and Métis children, youth and families.
- Additional applicable laws (e.g., *Family Law Act, FSCD Act, Criminal Justice Act*).
- Familiarity with Child Intervention programs, policies, procedures, and directives.
- Application of the Child Intervention Practice Framework and Signs of Safety tools (e.g., mapping, risk assessments, safety network meetings).
- Awareness of Government of Alberta standards (e.g., Code of Conduct, OH&S, Working Alone, Collective Agreement).
- Knowledge of child and adolescent development, including age-appropriate milestones and trauma impacts.
- Understanding of indicators and contributing factors of child abuse, including mental health, addiction, family violence, and isolation.
- Awareness of disorders and behavioral challenges (e.g., FASD, sexual abuse trauma, food hoarding, aggression, anxiety).
- Recognition of adult development concerns, including mental health and domestic violence.

Cultural competency, including:

- Immigration policies and procedures.
- Respect for First Nations, Inuit, and Métis cultures.
- Historical context (e.g., residential schools, Sixties Scoop, Truth and Reconciliation).
- Protocols for engaging Elders, First Nations Designates, and ceremonies.
- Knowledge of court procedures, documentation standards, and protocols for joint investigations involving abuse.

## Contacts

*(The main contacts of this position and the purpose of those contacts.)*

Internal (within the department):

- Lawyers/Courts for court preparation/documentation. To accurately relay information to Judges through court reports and verbally, either taking the stand or over the phone.
- Supervisor, manager, senior leaders, and colleagues (Caregiver Practitioners) for case consultation, information sharing and to determine appropriate case status.
- Practice Specialists for consultation and peer review.
- Other government program areas (i.e. The Office of the Child and Youth Advocate, AISH, PDD, Alberta Works, etc.).

External (outside the department):

- Children, youth and families receiving services.
- Community resources and contracted service providers, to share information, make referrals and determine agreed upon services to meet and support client needs.
- Consultation with diverse community partners, psychologists, medical staff, Police/RCMP, justice system, school officials - for professional advice, to share client information, and to advocate for the child(ren).
- Community members requesting information about services available.
- All caregivers, including foster and kinship providers.
- First Nations Designate and/or Indigenous Resource person/ people.
- Adult Support Services, OPGT, Trustee, Disability Services etc.
- Other Provincial Jurisdictions

## Supervision Exercised

No Supervision.

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## Subsidiary 6

### Benchmark Evaluation – 061CI01

#### Identification Section

<b>Working Title:</b>	Entry Level, Child Intervention Practitioner
<b>Department:</b>	Children and Family Services
<b>Division, Branch/Unit:</b>	Child Intervention Division
<b>Reports To:</b>	Child Intervention Supervisor (CIP3)
<b>Levels to D.M.:</b>	5
<b>Job Description:</b>	<a href="#">061CI01</a>
<b>Minimum Recruitment Standard:</b>	See <a href="#">Minimum Recruitment Standards</a> for Child Intervention Practitioner
<b>Job Code:</b>	<a href="#">061CI</a> – Child Intervention Practitioner 1

#### Comments on Role

Children and Family Services is committed to ongoing improvement and pursuit of excellence in services to children, youth and families. The Child Intervention Practice framework guides casework practice and direction as provided by the *Child Youth and Family Enhancement Act* (CYFEA). CYFEA places emphasis on assessing children and families to determine the safety of the child, the need for intervention and the type of intervention required. The Child Intervention Practice Framework is based on the philosophy that children, youth and families should have input into the decisions that affect their lives. Reporting to a CI Supervisor, the Entry Level, Child Intervention (CI) Practitioner works in collaboration with delegated CI Practitioners, supervisors, and management to support the needs of vulnerable children, youth, and families. The position is exposed to a broad range of child intervention activities to develop and gain expertise in the day-to-day duties of a delegated CI Practitioner.

#### Evaluation

Knowledge	Creativity / Problem Solving	Responsibility	Total Job Points
E- I 2 175	29% 50	R1 57	282

#### Comments on Evaluation

##### ▪ Knowledge:

##### Professional/Content Knowledge:

The Entry Level, CI Practitioner requires an understanding and application of a body of theoretical knowledge, acquired through formal academic preparation, Degree or Diploma preferably in social work or related field (e.g. psychology, human services) with the objective to develop knowledge and skills through formal training and experience. The purpose of mandatory training and on-the-job activities and assignments are to maximize learning opportunities towards gaining an understanding and application of principles, concepts, practices and legislation associated with knowledge and skills of child intervention and delegated casework, supporting the pull (-) on the E.

A full E rating is not supported as the position lacks the full breadth and depth of child intervention knowledge required.

### **Complexity and Diversity:**

The position is exposed to an increasing complex variety of professional child intervention activities including case management, intake/screening, assessment, service planning, interviewing, etc., developing analytical and critical thinking skills, knowledge, practice and a fulsome understanding of how the work of a caseworker intersects within the broad child intervention systems and communities.

### **Human Relations Skill:**

The position interacts directly with families, children and youth requiring the application of knowledge of human behavior and skills in persuasion and/or assertiveness to influence behavior and change towards best outcomes, understanding what is in the best interests of the child/youth. The level 3 is not supported as the position is in a developmental role and has assistance when handling situations of higher emotional intensity.

### ▪ **Creativity/Problem Solving:**

The position has minimal delegation level and works within defined guidelines, policies and procedures under direct and close supervision, where initially the problems encountered are standard and the solutions are known. Working in different functional areas of casework/child intervention, the position experiences changing work priorities/situations, requiring increased latitude to consider which professional approach/practice to use. As the position acquires directly related knowledge and experience, it works with greater independence towards the ability to assume full responsibilities of a working, fully delegated caseworker. The 29% rating is supported as the position exercises limited judgment on how objectives are accomplished. A 33% rating is not supported as problem solving and thinking are guided by others thereby limiting the latitude of the position.

### ▪ **Responsibility:**

Position is primarily involved in direct delivery of child intervention activities.

**Last reviewed: December 2025**

## Subsidiary 6 Benchmark

### Job Description – 061CI01

#### Purpose

*(Brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.)*

Children and Family Services is dedicated to continuous improvement and the pursuit of excellence in delivering services that promote the safety, well-being, and best interests of children, youth, and families. Our work is guided by the Child Intervention Practice Framework and legislated by the *Child, Youth and Family Enhancement Act (CYFEA)*. This legislation emphasizes the importance of assessing family circumstances to determine child safety, the need for intervention, and the most appropriate type of support. Central to our practice is the importance of family and community and their well-being. Children and youth benefit from lasting connections with friends, family, caregivers, and other significant individuals; community and culture; and permanent, formalized ties with people who care.

The Entry Level Child Intervention (CI) Practitioner plays a vital role in supporting children, youth, and families who may be experiencing vulnerability. Working collaboratively with delegated CI Practitioners, Supervisors, and Management, the Entry Level CI Practitioner engages in a wide range of child intervention activities. This role provides foundational experience, and professional development opportunities to build competence in the responsibilities of a delegated CI Practitioner.

#### Responsibilities and Activities

*(The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3 major activities should be described.)*

##### Intake, Safety Assessment, and Case Management Support:

- Manage a partial caseload in consultation with the Child Intervention Supervisor and in collaboration with delegated Child Intervention Practitioners.
- Contribute to effective and timely case management practices that promote positive outcomes for children, youth, and families.
- Screen incoming calls and assess information to evaluate potential risks, safety concerns, strengths, and areas of need within families.
- Gather information through collateral contacts and direct interviews with children, parents, and other significant individuals to assess risk.
- Differentiate between safety concerns requiring intervention and other complicating factors.
- Make appropriate referrals based on assessed needs, in consultation with delegated CI Practitioners and Supervisors.
- Assist in developing safety plans with families and their support networks to ensure the well-being of children in their homes and communities.
- Identify goals and recommend appropriate programs, services, and tasks to address identified risks and support family strengths.
- Apply and adhere to Child Intervention safety standards and the policies and procedures outlined in the CYFEA.
- Support casework activities such as planning with families and youth appropriate interventions, coordinating and supervising family visits, accompanying clients to appointments, and providing transportation as needed.
- Present evidence and testify in court; attend mediation, JDR, and pre-court proceedings.
- Collaborate with CI Practitioners and Caregiver Practitioners to support child placements and respond to placement-related needs.

##### Supporting Social, Educational, Cultural, and Community Connections:

- Help children and youth maintain meaningful relationships and cultural identity, including spiritual beliefs and

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personal values, through inclusive care planning.

- Participate in the development and implementation of cultural connection plans in partnership with caregivers, Caregiver Practitioners, and First Nations Designates.
- Work collaboratively with caregivers to support the daily care of children and youth, with attention to child development, trauma-informed practices, and cultural continuity.
- Build respectful partnerships with families, community organizations, and other stakeholders to support holistic care.
- Contribute to the development and implementation of school success protocols and educational support plans.

#### Administrative Support for Casework and additional duties:

- Enter case-related information into the CICIO system, including contact logs, care plans, legal documentation, placement details, health records, and safety alerts.
- Complete required documentation, including legal forms for Temporary Guardianship Orders (TGO), Permanent Guardianship Orders (PGO), Supervision Orders, Secure Treatment applications, and court reports, with guidance from the CI Supervisor.
- Contribute to a positive workplace culture.

### Scope

*(List specific information that illustrates what internal or external areas the job impacts, and the diversity, complexity, and creativity of the job.)*

#### Typical problems solved:

In this developmental role, the Entry-Level Child Intervention (CI) Practitioner completes delegation training and receives coaching to prepare for the full responsibilities of a delegated CI Practitioner. The incumbent exercises independent decision-making within their assigned delegation level (Level 11). For decisions requiring higher authority, consultation with a delegated CI Practitioner, Supervisor, or Manager is required.

Key aspects of problem-solving in this role include:

- Conducting timely assessments and analyses to evaluate the authenticity, validity, and credibility of information received from various sources.
- Navigating complex and demanding work environments with strict timelines and procedures governed by legislation and policy.
- Responding to operational needs with flexibility and professionalism.
- Prioritizing the best interests of children and considering the potential impact of decisions on their safety and well-being.
- Engaging in collaborative decision-making with supervisors, managers, families, and support networks.
- Participating actively in group supervision, case reviews, and consultations to enhance practice and accountability.
- Identifying and addressing barriers related to parenting, health, mental health, culture, education, and financial stability.
- Advocating for children, youth, and families to reduce systemic barriers and promote equitable access to services and supports.

#### Types of guidance available for problem solving:

- Supervisor, manager and colleagues for case consultation, information sharing and to determine appropriate case status.
- Practice Specialists for consultation and peer review.
- Other government program areas (i.e. The Office of the Child and Youth Advocate, AISH, PDD, Alberta Works, etc.).

- First Nations Designates and/or Indigenous resource person/people for culturally informed collaboration and guidance in cases involving Indigenous children and families.

#### Direct of indirect impacts of decisions:

Decisions made by entry-level child intervention practitioners have a profound and lasting influence on the safety, stability, and development of children, youth, and families. These decisions shape the type and quality of support provided, affect familial relationships, and can influence long-term emotional, psychological, and social outcomes. Practitioners' actions also impact legal processes, public trust, and perceptions of the child intervention system, particularly through documentation, service delivery, and engagement with families and communities. Culturally informed collaboration - especially with Indigenous partners - ensures decisions uphold community protocols, support reconciliation, and preserve children's cultural identity and connections.

### Knowledge, Skills, and Abilities

*(Provide a list of the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed for direct interaction with others not only diplomas and degrees. Specific training if it is an occupational certification/registration required for the job.)*

#### Education:

- Bachelor's Degree (4 year) in Social Work
- Individuals holding a Master's, Bachelor's, or Diploma in Social Work must be registered with the Alberta College of Social Workers.

#### Practical Knowledge and Skills:

- Demonstrated ability to build trusting, respectful relationships with children, youth, and families to identify strengths, enhance safety, and support positive change.
- Strong assessment and analytical skills to evaluate risk, safety, and family dynamics.
- Proficiency in conflict resolution, crisis response, and collaborative problem-solving.
- Effective verbal and written communication skills tailored to diverse audiences.
- Strong organizational and time management abilities to prioritize tasks and meet deadlines.
- Capacity to work independently while contributing effectively as part of a multidisciplinary team.
- Emotional regulation and stress management skills, with a commitment to self-awareness and self-care practices.
- Ability to exercise professional authority in a respectful, strengths-based manner, recognizing families as experts in their own lives.
- Sound judgment in identifying critical issues that require timely consultation with a supervisor.

#### Theoretical Knowledge:

Foundational understanding of relevant legislation, including:

- *Child, Youth and Family Enhancement Act (CYFEA).*
- *Children First Act.*
- *Protection of Children Abusing Drugs Act (PChAD).*
- *Drug-Endangered Children Act (DECA).*
- *Protection Against Family Violence Act (PAVA).*
- *Protection of Sexually Exploited Children Act (PSECA).*
- An Act respecting First Nations, Inuit and Métis children, youth and families.
- Awareness of community and departmental services to support effective referrals and resource navigation.
- Knowledge of child and adolescent development, including age-appropriate developmental milestones.
- Understanding of indicators of child abuse and contributing factors such as substance use, family violence, mental health challenges, trauma, and social isolation.

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- Cultural sensitivity and an inclusive approach to working with individuals from diverse backgrounds.
- Respect for and knowledge of First Nations, Inuit, and Métis cultures, including awareness of the historical and intergenerational impacts of colonization and systemic inequities.
- Developing familiarity with the Child Intervention Practice Framework and the Alberta Signs of Safety model.
- Awareness of trauma-informed practices and the impact of grief and loss on children, youth, and families.

## Contacts

*(The main contacts of this position and the purpose of those contacts.)*

- Children, youth and families receiving services.
- Community resources and contracted service providers, to share information, make referrals and determine agreed upon services to meet and support client needs.
- Other partnering professionals including police, health professionals, psychologists, teachers, etc.
- Community members requesting information about services available.
- All Caregivers, including Foster and Kinship providers.
- First Nations Designate/ Indigenous Resource person/ people.
- Practice Specialists for consultation and peer review.
- Adult Support Services, OPGT, Trustee, Disability Services etc.

## Supervision Exercised

No Supervision.