**Credential AREA:Family Specialist Credential (Levels 3-5)****TOPIC: OA-HSW-CPD-PPD-FCR-IRE Stacked Custom Assessment Example**

**Protective Factors Evaluation and Planning**

**I. Assessment Competency & Standards Alignment**

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| **Gateways Competencies Assessed** |
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| **FSC PPD3**: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams |
| **FSC OA1**: Identifies data collection tools based on standards of practice |
| **FSC OA2**:  Selects, utilizes, and evaluates formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation |
| **FSC OA3**: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and frequent data collection methods that are valid, reliable, legal and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system |
| **FSC HSW2**: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being |
| **FSC CPD4**: Develops, implements and assesses--in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs |
| **FSC FCR4**: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services |
| **FSC IRE3**: Creates culturally, linguistically and individually appropriate opportunities for family engagement that foster healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children |
| **FSC HSW3**: Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members |
| **FSC HSW4**: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living |
| **FSC OA5**: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation |

**II. Assessment Task Description/ Directions**

**To Address Level 3-5 Competencies:**

In this assessment, you will have an opportunity to develop, implement, and assess development and learning opportunities that emphasize family strength and support family priorities, concerns, and needs. You will explore the development and learning of families, as well as identify standards, policies, and procedures that support family living. This assessment consists of two parts: 1) interviewing a member family of young child from the community with whom you are not related with the goal of learning more about protective factors within their environment; and (2) based on your interview, you will recommend alternative assessments and/or supports that could have been utilized.

**Part 1: Instrument Review and Interview Preparation**

Review a survey of protective factors, such as the Protective Factors Survey (Friends National Survey, 2017, retrieved from <https://friendsnrc.org/jdownloads/attachments/pfs_revised_2012.pdf>) or another instrument that measures family protective factors.  Familiarize yourself with each item in the assessment to support your ability to interview this family member.  Identify a family member of a child between the ages of birth and 18. If you need help finding a family member to interview, please consult with your course faculty.

In preparation for your interview, provide a one-page overview of the following:

* An overview of how you will ensure data collection practices are ethical, confidential, and uphold the family’s right to privacy
* A brief description of the other assessment tools that could be utilized to gain more information regarding protective factors within this family’s environment
* A brief description of standards, policies, and procedures that support family living and foster physical and social well-being

**Technology Option:**

- Video/audio record options

**To Address Level 3 & 4 Competencies:**

**Part 2: Post-Reflection**

At the conclusion of this assessment, provide the following in a narrative post-reflection:

Data Collection:

* Why is including multiple sources of data such an important component of understanding the complexity of families and for designing service?
	+ cite examples from this data collection process
	+ describe strategies you can use to summarize data from multiple sources
* What additional data would be beneficial in terms of your planning?

Family Service Planning:

* What is your overall assessment of this family’s well-being, giving specific examples that support the factors identified?
* What suggestions would you make for the development of culturally- and linguistically-responsive service plans, based on data gathered?

**Technology Option:**

- Website options

- Interactive options

- Collaboration options

* Based on analyzing curricular strategies, what curricular strategies are most effective in supporting family development?
	+ Identify content supporting the development and learning of the family interviewed
	+ Identify strategies beneficial in establishing a partnership with this family and maintaining their engagement
	+ Identify a specific format most effective in partnering with this family and supported children’s development and learning
* What do you suggest can support family engagement, particularly to support this family’s knowledge of child development and parenting?

Self-Reflection:

* Your assessment of how effective you were in communicating and collaborating with the family you interviewed.  What do you see as opportunities for further development regarding communication skills?
* How has your knowledge of family and ecological systems theories influenced your understanding of the family you interviewed and supportive services that would be beneficial to this family?

**Technology Option:**

- Website options

- Collaboration options

**To Address Level 5 Competencies, also add:**

**To Part 2: Post-Reflection**

Family Service Planning:

* Identify the strengths and challenges existing for this family in terms of community risks and protective structures
* What strategies could be most beneficial in supporting this family’s healthy approach to family living and well-being?

**In addition, Part 3: Family Service Plan**

In Part 3 of this assessment, you will put your reflections into action in the creation of a Family Service Plan for this family. In collaboration with a colleague or classmate, develop a Family Service Plan that supports and teaches this family based on what you have learned about their strengths and challenges and the risks and protective factors of the community in which they live. Utilize your reflections from Part 2 to guide the content development of this plan. Your service plan should include:

* Supports and content that teach about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)
* Multiple appropriate and supportive resources from the local community in the areas of health and wellness, social and emotional development and mental health within the plan for this family, specifically
* Details for how you can model the skills and strategies supportive of health and wellness, social and emotional development and mental health within the context of daily routines for this family

**III. Assessment Rubric**

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| **FS OA-HSW-CPD-PPD-FCR-IRE Protective Factors Evaluation and Planning** **Levels 4-5 Custom Rubric** |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable****to Assess** |
| **PPD3**: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams | Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teamsUtilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent mannerDemonstrates collaborative approaches to problem-solving and conflict resolutionDemonstrates capacity to reflect on efficacy of communication and collaboration approaches employed and adapt appropriately | Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teamsUtilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent mannerDemonstrates collaborative approaches to problem-solving and conflict resolution | Utilizes culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teamsUtilizes communication strategies to convey professional values and perspectivesDemonstrates collaborative approaches | Utilizes communication and collaboration skills that do not reflect cultural competence or effectivenessUtilizes communication strategies that are ineffectiveDemonstrates approaches to problem-solving and conflict resolution that are disrespectful and do not reflect cultural competence or sensitivity |  |
| **Competency** | **Competent** | **Unable to Assess** |
| **Checklist Criteria** |
| **OA1:** Identifies data collection tools based on standards of practice**Possible Codes:** N = names, P = provides example of |  | valid and reliable data collection tools by purpose |  |
|  | valid and reliable data collection tools by characteristic |  |
|  | standards of ethical data collection practices |  |
|  | standards of ethical data collection and confidentiality consideration |  |
|  | standards of ethical data collection that protect right of privacy |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **OA2**: Selects, utilizes, and evaluates formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation | Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurementDistinguishes among uses of different types of tools for addressing specific questions and information needsSelects and uses appropriate tools using principles of child and family-centered practice and environmental relevanceUses research and evidence-based to justify evaluation and selection | Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurementExplains uses of different types of tools for addressing specific questions and information needsSelects and uses appropriate tools using principles of child and family-centered practice and environmental relevance | Identifies data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurementExplains uses of different types of toolsSelects and uses appropriate tools based on child, family, and environmental relevance | Identifies inappropriate data collection tools and assessments that do not relate to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurementDoes not differentiate among uses of different types of toolsSelects inappropriate tools based on child, family, and environmental relevance. Tools not implemented appropriately |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **OA3**: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and frequent data collection methods that are valid, reliable, legal and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system | Identifies importance of multiple perspectives for understanding families and for service planningIncorporates and summarizes data from multiple sourcesEvaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family systemResearch used to support rationale for incorporation and evaluation | Incorporates and summarizes data from multiple sourcesEvaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system | Incorporates and summarizes dataIdentifies importance of data for understanding families and for service planningEvaluates data collection methods | Summary and incorporation of data inaccurate or incompleteIdentification of importance of data for understanding families and for service planning inaccurate or incompleteEvaluation of data collection methods inaccurate or incomplete |  |
| **Competency** | **Competent** | **Unable to Assess** |
| **Checklist Criteria** |
| **HSW2:** Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being**Possible Codes:** N = names, P = provides example of, D = describes |   | indicators of physical well-being (such as health status and communicable diseases) |  |
|  | standards, policies, and monitoring procedures for physical well-being |  |
|  | indicators of social-emotional well-being (such as emotional distress and addiction) |  |
|  | standards, policies, and monitoring procedures for social-emotional well-being |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable****to Assess** |
| **CPD4**: Develops, implements and assesses--in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs | Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focusedAssesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family’s diversity, strengths, functions, development, and transitionsDevelops home visit plans and parent group sessions that reflect agency purpose and different family service goals, incorporate a range of strategies to establish partnerships with families, maintain family engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomesDevelops parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programsAssesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and servicesUses current research and evidence-based practice to support programs, interventions, and family service plans development, implementation, and analyses | Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focusedAssesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family’s diversity, strengths, functions, development, and transitionsDevelops home visit plans and parent group sessions that reflect agency purpose and different family service goals, incorporate a range of strategies to establish partnerships with families, maintain family engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomesDevelops parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programsAssesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services | Develops family service plans that are parent/family-focused and child-focusedAssesses family service plan formats and developmental processes in relation to approaches and resources.Develops home visit plans and parent group sessions that reflect agency purpose and different family service goals and incorporate a range of strategies to establish partnerships with familiesDevelops parent-child group sessions that focus on the parent-child relationshipAssesses service coordination plans and activities | Develops incomplete or inaccurate family service plans that are parent/family-focused and child-focusedAssessment of family service plan formats and developmental processes in relation to approaches and resources is incomplete or inaccurate.Develops home visit plans and parent group sessions that do not reflect agency purpose and different family service goals or incorporate a range of strategies to establish partnerships with familiesDevelops parent-child group sessions that lack focusProvides incomplete or inaccurate assessment of service coordination plans and activities |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable****to Assess** |
| **FCR4**: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services | Evaluate program policies and practices based on incorporation of family and ecological system theoriesEvaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family servicesUses research to support rationale for policies and practices identified | Evaluate program policies and practices based on incorporation of family and ecological system theoriesEvaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family services | Identify the strengths and challenges associated with program policies and practices in terms of their impact on family collaboration, trust and security, sharing information, and use of family services | Partially or incorrectly identifies the strengths and challenges associated with program policies and practices in terms of their impact on family collaboration, trust and security, sharing information, and use of family services |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable****to Assess** |
| **IRE3**: Creates culturally, linguistically and individually appropriate opportunities for family engagement that foster healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children | Identifies culturally, linguistically and individually appropriate curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting childrenCreates culturally, linguistically and individually appropriate curriculum and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting childrenUses research to support identified opportunities  | Identifies culturally, linguistically and individually appropriate curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting childrenCreates culturally, linguistically and individually appropriate curriculum and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children | Identifies curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting childrenCreates curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children |  Identifies curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and developmentCreates curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and development |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable****to Assess** |
| **HSW3**: Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members | Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safetyIdentifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safetyUses research and evidence-based practice to support analyses of the ability of family, neighborhood, and community environments to support or impede the health, safety and well-being of the family and its individual members | Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safetyIdentifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety | Identifies conditions supportive of physical health family or child environments, including nutrition, sanitation, and safetyIdentifies areas of strength or challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety. | Inaccurately identifies conditions supportive of physical health family or child environments, including nutrition, sanitation, and safetyDoes not identify areas of strength or challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety, or areas of strength or challenge identified are inaccurate |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable****to Assess** |
| **HSW4**: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living | Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting) Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental healthIdentifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routinesCollaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental healthIdentifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them.Uses research and evidence-based practice to support plans, policies and services at the individual, family, and community level supportive of physically and emotionally healthy approaches to family living | Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting) Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental healthIdentifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routinesCollaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental healthIdentifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them | Develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting) Identifies appropriate, family resources in the areas of health and wellness, social and emotional development or mental healthIdentifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development or mental health within context of daily routines | Develops incomplete non-supportive plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting) Identifies incomplete or inaccurate family resources in the areas of health and wellness, social and emotional development and mental healthIdentifies incomplete of inaccurate procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable****to Assess** |
| **O&A5**: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation | Develops a comprehensive summary of family characteristics, functioning, and ecology from perspective of implications for developing and reviewing comprehensive family service plansAnalyzes advantages and disadvantages of human service tools utilization for developing family service plansRecommends future approaches to service delivery within a specific human service agencyUses research and the evidence base to support analysis and rationale for curricular planning and implementation, intervention, monitoring, and evaluation | Develops a summary of family characteristics, functioning, and ecology from perspective of implications for developing and reviewing comprehensive family service plansAnalyzes advantages and disadvantages of human service tools utilization for developing family service plansRecommends future approaches to service delivery within a specific human service agency | Develops a summary of family characteristics, functioning, and ecologyLists human service tools that can be used in developing family service plansIdentifies approaches to service delivery within a specific human service agency | Develops an inaccurate or incomplete summary of family characteristics, functioning, and ecologyLists human service tools that would not be useful in developing family service plansIdentifies inaccurate or incomplete approaches to service delivery within a specific human service agency |  |

Green = Level 3 Orange = Level 4 Blue = Level 5

**IV. Data Collection & Analysis Tool**

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| **Competencies** | **Cumulative Assessment Data** |
| **Competency** | **Distinguished** | **Proficient** | **Needs Improvement** | **Unsatisfactory** | **Unable to Assess** |
| **FSC PPD3**: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams |  |  |  |  |  |
| **FSC OA1**: Identifies data collection tools based on standards of practice |  |  |  |  |  |
| **FSC OA2**:  Selects, utilizes, and evaluates formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation |  |  |  |  |  |
| **FSC OA3**: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and frequent data collection methods that are valid, reliable, legal and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system |  |  |  |  |  |
| **FSC HSW2**: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being |  |  |  |  |  |
| **FSC CPD4**: Develops, implements and assesses--in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs |  |  |  |  |  |
| **FSC FCR4**: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services |  |  |  |  |  |
| **FSC IRE3**: Creates culturally, linguistically and individually appropriate opportunities for family engagement that foster healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children |  |  |  |  |  |
| **FSC HSW3**: Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members |  |  |  |  |  |
| **FSC HSW4**: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living |  |  |  |  |  |
| **FSC OA5**: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation |  |  |  |  |  |