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

Gateways Competencies Assessed
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 the impact and influence of external factors on assessment practices
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

To Address Level 3 & 4 Competencies:

Part 2: Post-Reflection
At the conclusion of this assessment, provide the following in a narrative post-reflection:

Technology Option:
- Video/audio record options

Data Collection:

• Why is including multiple sources of data such an important component of understanding the complexity of families and for designing service?
   o cite examples from this data collection process
   o 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?
- 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?

Technology Option:
- Website options
- Interactive options
- Collaboration options

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

<table>
<tr><td colspan="6">FS OA-HSW-CPD-PPD-FCR-IRE Protective Factors Evaluation and Planning
Levels 4-5 Custom Rubric</td></tr>
<tr><th>Competency</th><th>Distinguished</th><th>Competent</th><th>Developing</th><th>Unacceptable</th><th>Unable to Assess</th></tr>
<tr>
<td>PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams</td>
<td>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 teams

Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner

Demonstrates collaborative approaches to problem-solving and conflict resolution

Demonstrates capacity to reflect on efficacy of communication and collaboration approaches</td>
<td>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 teams

Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner

Demonstrates collaborative approaches to problem-solving and conflict resolution</td>
<td>Utilizes culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams

Utilizes communication strategies to convey professional values and perspectives

Demonstrates collaborative approaches</td>
<td>Utilizes communication and collaboration skills that do not reflect cultural competence or effectiveness

Utilizes communication strategies that are ineffective

Demonstrates approaches to problem-solving and conflict resolution that are disrespectful and do not reflect cultural competence or sensitivity</td>
<td></td>
</tr>
</table>

Competency	Competent				Unable to Assess
	employed and adapt appropriately				
			Checklist Criteria		
O&A1: Identifies data collection tools based on standards of practice	valid and reliable data collection tools by purpose				
	valid and reliable data collection tools by characteristic				
	standards of ethical data collection practices				
Possible Codes: N = names, P = provides example of	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
O&A2: 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 measurement Distinguishes among uses of different types of tools for addressing specific questions and information needs Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance	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 measurement Explains uses of different types of tools for addressing specific questions and information needs Selects 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 measurement Explains uses of different types of tools Selects 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 measurement Does not differentiate among uses of different types of tools Selects inappropriate tools based on child, family, and environmental relevance. Tools not implemented appropriately	

	Uses research and evidence-based to justify evaluation and selection				
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
O&A3: 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 planning Incorporates and summarizes data from multiple sources Evaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system Research used to support rationale for incorporation and evaluation	Incorporates and summarizes data from multiple sources Evaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system	Incorporates and summarizes data Identifies importance of data for understanding families and for service planning Evaluates data collection methods	Summary and incorporation of data inaccurate or incomplete Identification of importance of data for understanding families and for service planning inaccurate or incomplete Evaluation 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		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)			

Possible Codes: N = names, P = provides example of, D = describes		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-focused

Assesses 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 transitions

Develops 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- | Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused

Assesses 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 transitions

Develops 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- | Develops family service plans that are parent/family-focused and child-focused

Assesses 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 families

Develops parent-child group sessions that focus on the parent-child relationship

Assesses service coordination plans and activities | Develops incomplete or inaccurate family service plans that are parent/family-focused and child-focused

Assessment 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 families

Develops parent-child group sessions that lack focus

Provides incomplete or inaccurate assessment of service coordination plans and activities | |

	focused strategies to address specific outcomes

Develops 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 programs

Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services

Uses current research and evidence-based practice to support programs, interventions, and family service plans development, implementation, and analyses | focused strategies to address specific outcomes

Develops 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 programs

Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services | | | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable to Assess** |
| **FCR4**: Evaluates program policies and practices for incorporation of family | Evaluate program policies and practices based on incorporation of family | Evaluate program policies and practices based on incorporation of family | Identify the strengths and challenges associated with program policies and | Partially or incorrectly identifies the strengths and challenges associated | |

	and ecological system theories Evaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family services Uses research to support rationale for policies and practices identified	and ecological system theories Evaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family services	practices in terms of their impact on family collaboration, trust and security, sharing information, and use of family services	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 children Creates culturally, linguistically and individually appropriate curriculum and program standards supportive of healthy family interactions and relationships and family functioning and development, including	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 children Creates culturally, linguistically and individually appropriate curriculum and program standards supportive of healthy family interactions and relationships and family functioning and development, including	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 children Creates 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 development Creates curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and development	

	those related to child development and parenting children	those related to child development and parenting children			
	Uses research to support identified opportunities				

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 safety Identifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety Uses 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 safety Identifies 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 safety Identifies 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 safety Does 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	Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health	Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health	Develops plans for teaching family members about health and wellness, social and emotional development and mental health	Develops incomplete non-supportive plans for teaching family members about health and wellness, social and emotional development	

emotionally healthy approaches to family living	(including requirements for mandated reporting) Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health Identifies 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	(including requirements for mandated reporting) Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health Identifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them	(including requirements for mandated reporting) Identifies appropriate, family resources in the areas of health and wellness, social and emotional development or mental health Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development or mental health within context of daily routines	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 health Identifies 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	

					Unable to Assess
	and services at the individual, family, and community level supportive of physically and emotionally healthy approaches to family living				
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 plans Analyzes advantages and disadvantages of human service tools utilization for developing family service plans Recommends future approaches to service delivery within a specific human service agency Uses 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 plans Analyzes advantages and disadvantages of human service tools utilization for developing family service plans Recommends future approaches to service delivery within a specific human service agency	Develops a summary of family characteristics, functioning, and ecology Lists human service tools that can be used in developing family service plans Identifies approaches to service delivery within a specific human service agency	Develops an inaccurate or incomplete summary of family characteristics, functioning, and ecology Lists human service tools that would not be useful in developing family service plans Identifies 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

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 the impact and influence of external factors on assessment practices					
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					