

Credential AREA: Family Specialist Credential (Level 4)

TOPIC: IRE-PPD-CPD Custom Assessment Example

Family Needs Assessment and Service Plan

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed
FSC PPD1: Demonstrates professionalism in appearance, behavior, and disposition
FSC IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience
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 need

II. Assessment Task Description/ Directions

Overview: For this assessment, you will review a case study provided by your instructor outlining a family’s areas of strength and need. Based on the information in the case study, you will create a service plan. In the service plan, you will include how you would address the needs identified in the case study, including a list of your recommendations for the family and social service providers working with the family. In addition, for this assessment, you will also write interspersed reflective pieces about your considerations for hypothetical interactions with this family.

Part One: Preparation for Family Assessment

In this part of the assessment, you will think about how you would prepare to meet with a new family to assess their needs. Your reflections and considerations will fall into three broad categories, including:

- Preparation for the assessment
- Appropriate professional appearance
- Interactions with the family

For each of these areas, write a reflective essay about what you would consider prior to meeting with the family in order to carry yourself with the utmost of professionalism, using the ideas below as a starting point:

Technology Option:
 - Examples:
<https://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iegoals/KimCaseStudy-35mos.pdf>
https://asdtoddler.fpg.unc.edu/sites/asdtoddler.fpg.unc.edu/files/imce/documents/CaseStudy_Coaching.pdf

Technology Option:
 - Video/audio record options

- Preparation for the assessment:
 - When you think about preparing for the assessment, what considerations would you make about the content of the assessment questions and how you would ask them, the space in which you meet, the paperwork you would need, etc.?
 - How would you prepare for and address any language and/or cultural barriers that might exist between you and the family?
 - In essence, how would you prepare mentally and physically for this meeting with the family?
- Appropriate professional appearance:
 - How would you dress for this interaction with a family?
 - What considerations would you make when you select the type, style, and look of the clothing you would wear?
 - If you prefer, you can use photos or other visual means to show/demonstrate the clothing you might wear and then describe how and why you selected each piece to support your professional work with families.
- Interactions with the family:
 - When you think about meeting with a family to do an assessment, what are your considerations for how you interact with them?
 - What factors help to set your tone and approach with a family?
 - What ideas would you mentally hold and attend to in order to be present, professional, intentional, and available to them throughout your experience with them?
 - What measures would you take personally and professionally to ensure their privacy and dignity in your interactions?
 - In what specific ways would your verbal and non-verbal interactions convey honesty, integrity, respect, empathy, and professional/ emotional maturity to the family throughout your interactions?

Part Two: Family Assessment (through a case study)

For this part of the assessment, you will be reading a case study that will give you information about a family, similar to the information you might find if you interviewed them in person. As you read about this family, please make note of their strengths, as well as areas of need. Please also think about how the information presented about the family impacted you as you read it, and how it might have impacted your interactions with the family during an in-person interview or assessment.

Part Three: Family Service Plan

In this part, you will develop a service plan for this family based on what you have assessed as strengths and needs in this family's case study in Part 2 of the assessment. There are four distinct areas that you should cover in your service plan, including:

- Family strengths revealed in the case study (suggested length: a few paragraphs)
- Family priorities, concerns, and needs revealed in the case study (suggested length: a few paragraphs)

Technology Option:
- Electronic form

- Family recommendations (please check each area in which the family might benefit from additional services):
 - Mental health services
 - Substance abuse services
 - Family Support/ Family Education
 - Education
 - Vocational, or job training
 - Housing
 - Transportation
 - Basic Needs (food, clothing)
 - Health services
 - Legal assistance
 - Environmental Supports
 - support groups
 - peer groups
 - activities
 - community services
 - friends
 - landlords
 - cultural affiliates
 - employers
 - Financial resources

- Family Service Plan: for each area that was checked above, please provide the following information:
 - A problem/ strength statement supporting the recommendation
 - A related goal
 - A long-term desired outcome
 - The role of the family specialist in intervening in this area

Part Four: Reflection

For this final part of the assessment, please write a reflective essay about your experiences working with this hypothetical family to assess their needs and create a service plan for them. Please use these guiding questions to prompt your reflection:

- How did it feel to encounter this family's challenges? What was it like for you to recognize their strengths amid the challenges outlined in the case study information?

Technology Option:
 - Video/ audio record options

- How did your approach to this family change as you learned more about them? What emotions surfaced for you as you thought through interactions with this family?
- What do you consider to be your greatest strengths in collaborating with a family through a process like this? In what areas would you most like to grow in your interactions with families in this type of scenario?
- Had conflict arisen during your work with the family, how would you have handled it?
- What did you learn about yourself as a professional in thinking through this family needs assessment process?

III. Assessment Rubric

FS IRE-PPD-CPD Family Needs Assessment and Service Plan Level 4 Custom Rubric		
Competency	Competent	Unable to Assess
	Checklist Criteria	
PPD1: Demonstrates professionalism in appearance, behavior, and disposition	Interactions & Communication...	
	listens and responds with an open mind to suggestions	
	communicates with honesty, respect, & integrity	
	addresses conflict appropriately	
	seeks and considers the opinions of others	
	demonstrates empathy	
	verbal and non-verbal language, behaviors and interactions demonstrate emotional control and maturity	
	Ethics & Responsibility...	
	protects and Maintains confidentiality	
	is dependable and responsible in time management (Present, on time, engaged, meets deadlines, responds in a timely manner)	
	is on-task, engaged & prepared	
	uses digital devices responsibly and appropriately	
	respects student and family privacy both hard copy and electronically	
	uses social media in respectful and professional ways	
	dresses professionally for context/situation	
	maintains professional interactions with staff & families	
	Reflection & Flexibility...	
seeks and uses feedback from others		
incorporates feedback in subsequent practice		

		reflects accurately regarding own strengths and weaknesses			
		adapts to unexpected or new situations			
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience	<p>Identifies qualities and characteristics supportive of reciprocal relationships with families, including demonstrating respect for family competence and resilience</p> <p>Demonstrates cultural competence in the enactment of these qualities and characteristics</p>	<p>Identifies qualities and characteristics supportive of reciprocal relationships with families</p> <p>Engages in interactions that demonstrate respect for family competence and resilience</p>	Identifies limited qualities and characteristics that support reciprocal relationships with families	<p>Provides limited or inaccurate qualities and characteristics supportive of reciprocal relationships with families</p> <p>Engages in interactions that undermine or lack support for family competence and/or resilience</p>	
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	<p>Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused</p> <p>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</p> <p>Develops home visit plans and parent group sessions</p>	<p>Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused</p> <p>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</p> <p>Develops home visit plans and parent group sessions</p>	<p>Develops family service plans that are parent/family-focused and child-focused</p> <p>Assesses family service plan formats and developmental processes in relation to approaches and resources.</p> <p>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</p>	<p>Develops incomplete or inaccurate family service plans that are parent/family-focused and child-focused</p> <p>Assessment of family service plan formats and developmental processes in relation to approaches and resources is incomplete or inaccurate.</p> <p>Develops home visit plans and parent group sessions that do not reflect agency purpose and different family service goals or incorporate a range of</p>	

	<p>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 outcomes</p> <p>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</p> <p>Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services</p> <p>Uses current research and</p>	<p>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 outcomes</p> <p>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</p> <p>Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services</p>	<p>Develops parent-child group sessions that focus on the parent-child relationship</p> <p>Assesses service coordination plans and activities</p>	<p>strategies to establish partnerships with families</p> <p>Develops parent-child group sessions that lack focus</p> <p>Provides incomplete or inaccurate assessment of service coordination plans and activities</p>	
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	evidence-based practice to support programs, interventions, and family service plans development, implementation, and analyses				
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Yellow = Level 2

Green = Level 3

Orange = Level 4

IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
FSC PPD1: Demonstrates professionalism in appearance, behavior, and disposition					
FSC IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience					
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 need					