Family Specialist Custom Assessment (Level 4)
Protective Factors Evaluation and Planning

FS Competencies	HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being. 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. OA1: Identifies the impact and influence of external factors on assessment practices. OA2: Evaluates and selects engaging and collaborative formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation. OA3: Selects and uses 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 in typical, everyday family and community environments. PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams. 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. 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.
Original Gateways FS Benchmarks	B4, B5, C1, C2, C7, C8, C9, C10, C11, C12, C13, D7, D8, D9, D14, D15, D16, D21, D22, D23, E1, E2, E3, E4, E5

Assessment Guidelines

In this Assessment, you will be interviewing a family member with the goal of learning more about protecting factors within their environment. Based on your interview, you will recommend alternative assessments that could have been utilized. You will explore the development and learning of families, as well as identify standards, policies, and procedures that support family living. We'll have an opportunity to develop, implement, and assess development and learning opportunities that emphasize family strength and support family priorities, concerns, and needs.

Part 1: Instrument Review and Interview Preparation
Review the Protective Factors Survey (Friends National Survey, 2017): https://friendsnrc.org/jdownloads/attachments/pfs_revised_2012.pdf. Familiarize yourself with each item to support your ability to interview a 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.

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 their environment.
- A brief description of standards, policies, and procedures that support family living and foster physical and social well-being.

If you are interested in learning more about the Protective Factors Survey, please consult the following link: https://friendsnrc.org/protective-factors-survey

Part 2: Survey Implemental and Reflection

Based on the survey data you collected provide an overview of each of the following:
- Strategies you can use to summarize data from multiple sources.
- What strategies you would incur to assure the incorporation of data from multiple sources and why these sources are so critical to understanding the complexity of families.

Part 3: Project Post-Reflection
At the conclusion of your project, provide the following in a narrative post reflection:
- Why is including multiple sources of data such an important component of understanding families and for designing service?
- What is your overall assessment of the 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?
- What curricular strategies do you feel would be most effective in supporting family development?
  - Identify content that you feel would support the development of learning of the family interviewed.
  - Identify strategies that you feel that the beneficial in establishing a partnership with this family and maintaining their engagement.
  - Identify a specific format that you feel the most effective in partnering with this family and supported children's development and learning.
- 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?
- families, and colleagues, and as a member of service teams.
- How knowledge of family and ecological systems theories influence your knowledge of the family you interviewed, and supportive services that would be beneficial to this family based on your knowledge.
- Suggestions for supporting family engagement, particularly in supporting the family's knowledge of child development and parenting.

Assessment Rubric (pulled from FS Master Rubrics)

Family Specialist Custom Assessment (Level 4) Protective Factors Evaluation and Planning Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**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. **FS**: E1, E2, E3, E4, E5	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 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 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.	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.	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.	
HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being. **FS**: B4, B5	Identifies and describes indicators of physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction). Identifies and describes monitoring procedures that represent physical well-being (such as health status and communicable diseases) and	Identifies and describes indicators of physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction). Identifies and describes monitoring procedures that represent physical well-being (such as health status and communicable diseases) and	Identifies indicators of physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction). Identifies monitoring procedures that represent physical well-being (such as health status and communicable diseases) and	Identifies inaccurate or incomplete indicators of physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction). Identifies inaccurate or incomplete monitoring procedures that represent physical well-being (such as	

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Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
	emotional well-being (such as emotional distress and addiction). Critiques policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures. Uses research and evidence-based practice to support standards, policies, and procedures identified and described.	emotional well-being (such as emotional distress and addiction). Critiques policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures.	emotional well-being (such as emotional distress and addiction). Describes policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures.	health status and communicable diseases) and emotional well-being (such as emotional distress and addiction). Inaccurately describes policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures.	
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. **FS:** D7, D8, D9, D14, D15, D16, D21, D22, D23	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	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	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	

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	around specific purposes, and engages families in skill-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.	around specific purposes, and engages families in skill-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.		activities.	
OA1: Identifies data collection tools based on standards of practice. **FS**: C7, C12	Identifies different types of valid and reliable data collection tools by purpose and characteristics. Identifies specific standards of practice such as ethical data collection, confidentiality, and right of privacy. Uses research and evidence-	Identifies different types of valid and reliable data collection tools by purpose and characteristics. Identifies specific standards of practice such as ethical data collection, confidentiality, and right of privacy.	Identifies different types of data collection tools by purpose or characteristics. Identifies standards of practice, with partial descriptions of ethical data collection, confidentiality, and right of privacy.	Incorrectly identifies purpose or characteristics of different types of data collection tools. Incorrectly identifies standards of practice.	

Family Specialist Custom Assessment (Level 4) Protective Factors Evaluation and Planning Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	base to support description of purpose and characteristics.				
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. **FS**: C8, C9, C10, C11, C13	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. Uses 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 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 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. 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 distinguish among uses of different types of tools. Selects inappropriate tools based on child, family, and environmental relevance. Tools not implemented appropriately.	
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 planning. Incorporates and summarizes data from multiple sources. Evaluates data collection methods for responsiveness to	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	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.	

Family Specialist Custom Assessment (Level 4) Protective Factors Evaluation and Planning Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
FS: C1, C2	family characteristics and functioning, including child characteristics and functioning within context of the family system. Research used to support rationale for incorporation and evaluation.	family characteristics and functioning, including child characteristics and functioning within context of the family system.			
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 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.	Evaluate program policies and practices based on incorporation of family 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.	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.	
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	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	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	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.	

	functioning and development, including those related to child development and parenting children. Uses research to support opportunities identified.	functioning and development, including those related to child development and parenting children.	and parenting children.		

Level 3 – Green   Level 4 – Orange