**Family Journey Assessment**

|  |  |
| --- | --- |
| Date of FJA Completion: \_\_\_\_\_\_\_\_\_\_\_\_ | Caregiver Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Collaborative Entity: \_\_\_\_\_\_\_\_\_\_\_\_\_ | Caregiver DOB: \_\_\_\_\_\_\_\_\_\_ |
| Site ID#: \_\_\_\_\_\_\_\_\_ | Caregiver Gender: M F |
| PSP ID#: \_\_\_\_\_\_\_\_\_ | Child/Youth Name: ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Family ID#: \_\_\_\_\_\_\_\_\_ | Child/Youth DOB: \_\_\_\_\_\_\_\_\_\_ |
| Caregiver ID#: \_\_\_\_\_\_\_\_\_ | Child/Youth Gender: M F |
|  | Child/Youth Grade: \_\_\_\_\_ |

How many times have you had direct or telephone contact with this family for more than 30 minutes, including the initial meeting at the start of service? \_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Time Period**  |  | **Referral Source** |  |
| Baseline | ⭘ | Mental Health | ⭘ |
| 3-month Follow-Up | ⭘ | Juvenile Justice | ⭘ |
| 6-month Follow-Up | ⭘ | Child Welfare | ⭘ |
| 9-month Follow-Up | ⭘ | Education | ⭘ |
| Other  | ⭘ | Faith-based | ⭘ |
| (please specify) |  | Primary Health | ⭘ |
|  |  |  | Health Dept | ⭘ |
|  |  |  | Self | ⭘ |
|  |  |  | Other | ⭘ |
|  |  |  | (please specify below) |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Caregiver Relationship to Child/Youth** | **Caregiver Race/Ethnicity****(please check all that apply)** |
| Mother | ⭘ | Asian/Pacific Islander | ⭘ |
| Father | ⭘ | Black/African/African-American/Caribbean | ⭘ |
| Grandparent | ⭘ | Hispanic/Latino(a) | ⭘ |
| Stepparent | ⭘ | Middle Eastern | ⭘ |
| Sibling  | ⭘ | Native American/ American Indian | ⭘ |
| Other Relative | ⭘ | White  | ⭘ |
| Foster Parent | ⭘ | Other  | ⭘ |
| Other | ⭘ | (please specify)  |
| (please specify)  |  |
|  |
| **Caregiver Education Level** |  |  |
| Less than High School | ⭘ |  |  |
| Some High School | ⭘ |  |  |
| High School Degree | ⭘ |  |  |
| Some College | ⭘ |  |  |
| College Degree | ⭘ |  |  |
| Post-College Degree | ⭘ |  |  |

**Comments:** Please note comments you have about the assessment or anything significant about the information above.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Family Journey Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level** | Intensive | Moderate | Supportive | Empowered |
| **Rating** | 1 | 2 | 3 | 4 |
| **Rating Description** | The family member does not demonstrate knowledge and skill without active intervention from FSP.  | The family member needs extensive assistance and encouragement from FSP to demonstrate knowledge and skill. | The family member needs limited assistance from FSP to demonstrate knowledge and skill. | The family member demonstrates knowledge and skill without assistance from FSP. |

**Instructions: Fill in the circle corresponding to the rating that best indicates the caregiver’s average level of**

 **functioning over the past month. Use the lines below to add any comments to clarify the rating.**

6. Separates the child’s challenges from family/own self-worth

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Recognizes own strengths

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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8. Recognizes the child’s strengths

 ⭘ ⭘ ⭘ ⭘

1 2 3 4

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Believes that own voice is important

 ⭘ ⭘ ⭘ ⭘

1 2 3 4

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**Cluster 2: Family Well-Being**

10. Is involved in decision making within the family

 ⭘ ⭘ ⭘ ⭘

1 2 3 4

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**Cluster 1: Self-Knowledge**

1. Communicates needs in order to progress (i.e. related to culture, language, learning and thinking styles)

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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2. Understands and accepts the child’s challenges

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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3. Recognizes the child’s needs

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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4. Recognizes own needs

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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5. Sees challenges in an objective way

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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| --- | --- | --- | --- | --- |
| **Level** | Intensive | Moderate | Supportive | Empowered |
| **Rating** | 1 | 2 | 3 | 4 |
| **Rating Description** | The family member does not demonstrate knowledge and skill without active intervention from FSP.  | The family member needs extensive assistance and encouragement from FSP to demonstrate knowledge and skill. | The family member needs limited assistance from FSP to demonstrate knowledge and skill. | The family member demonstrates knowledge and skill without assistance from FSP. |

11. Participates in decision making with those

 involved in the child’s care

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Feels connected and supported by formal child-serving systems

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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13. Accesses and feels supported by natural supports

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1 2 3 4

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14. Develops and maintains a daily routine

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1 2 3 4

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**Cluster 3: Seeks Information**

15. Gathers information, resources, or materials to improve the situation

 ⭘ ⭘ ⭘ ⭘

1 2 3 4

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16. Uses knowledge to navigate child-serving

 systems and other community-based services

 ⭘ ⭘ ⭘ ⭘

1 2 3 4

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**Cluster 4: Collaborates With Others**

17. Works with others to achieve goals

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 1 2 3 4

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18. Seeks assistance and works with others to find supports

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 1 2 3 4

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19. Connects with other sources of informal family supports (in person or through the internet)

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1 2 3 4

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20. Demonstrates willingness to meet others halfway in order to progress (i.e. due to limitations of resources/ jobs of other formal supports)

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1 2 3 4

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26. Demonstrates effective advocacy

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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27. Is clear about the issues affecting the child and

 family and is able to discuss and communicate

 those issues in a constructive way

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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28. Utilizes the available spectrum of formal support

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 1 2 3 4

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**Cluster 6: Coping Skills**

29. Understands that having a range of feelings is normal and is coping well nevertheless

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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30. Demonstrates resiliency and perseverance

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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21. Shares their story with others

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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**Cluster 5: Uses Newly Attained Knowledge**

23. Uses knowledge about resources in the community and beyond in an effective way

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 1 2 3 4

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24. Attends, participates in, and speaks up during meetings

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

25. Communicates effectively

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 1 2 3 4

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| --- | --- | --- | --- | --- |
| **Level** | Intensive | Moderate | Supportive | Empowered |
| **Rating** | 1 | 2 | 3 | 4 |
| **Rating Description** | The family member does not demonstrate knowledge and skill without active intervention from FSP.  | The family member needs extensive assistance and encouragement from FSP to demonstrate knowledge and skill. | The family member needs limited assistance from FSP to demonstrate knowledge and skill. | The family member demonstrates knowledge and skill without assistance from FSP. |

34. Develops a plan of care

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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35. Carries out the plan of care

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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36. Possesses and uses effective coping skills

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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31. Understands and takes care of self

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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32. Knows how to reduce stress

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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33. Handles crises effectively

 ⭘ ⭘ ⭘ ⭘

 1 2 3 4

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**FJA Core Scale Score Sheet**

**(optional)**

|  |  |
| --- | --- |
| **Item** | **Rating** |
| **CLUSTER 1: SELF-KNOWLEDGE** |  |
| 1. Communicates needs related to culture, language, learning, and thinking styles in order to progress
 |  |
| 1. Understands and accepts the child’s challenges
 |  |
| 1. Recognizes the child’s needs
 |  |
| 1. Recognizes own needs
 |  |
| 1. Sees challenges in an objective way
 |  |
| 1. Separates the child’s challenges from family/own self-worth
 |  |
| 1. Recognizes own strengths
 |  |
| 1. Recognizes the child’s strengths
 |  |
| 1. Believes that own voice is important
 |  |
| Total for Cluster 1: Self-Knowledge = |  |
| Total for Cluster 1: \_\_\_\_\_\_\_\_\_\_ / 9 =  |  |
| **Average for Cluster 1: Self-Knowledge**  |
| **CLUSTER 2: FAMILY WELL-BEING** |  |
| 1. Is involved in decision making within the family
 |  |
| 1. Participates in decision making with those involved in the child’s care
 |  |
| 1. Feels connected and supported by formal child-serving systems
 |  |
| 1. Accesses and feels supported by natural supports
 |  |
| 1. Develops and maintains a daily routine
 |  |
| Total for Cluster 2: Family Well-Being = |  |
| Total for Cluster 2 \_\_\_\_\_\_\_\_\_\_ / 5 =  |  |
| **Average for Cluster 2: Family Well-Being**  |
| **CLUSTER 3: SEEKS INFORMATION** |  |
| 15. Gathers information, resources, or materials to improve the situation |  |
| 16. Uses knowledge to navigate child-serving systems and other community-based services |  |
| Total for Cluster 3: Seeks Information =  |  |
| Total for Cluster 3 \_\_\_\_\_\_\_\_\_\_ / 2 =  |  |
| **Average for Cluster 3: Seeks Information**  |

|  |  |
| --- | --- |
| **Item** | **Rating** |
| **CLUSTER 4: COLLABORATES WITH OTHERS** |  |
| 17. Works with others to achieve goals |  |
| 18. Seeks assistance and works with others to find supports |  |
| 19. Connects with families having similar experiences |  |
| 20. Demonstrates an understanding of others’ perspectives and the constraints of their  situations |  |
| 21. Shares their story with others |  |
| 22. Participates in family support activities and events in person or through the internet |  |
| Total for Cluster 4: Collaborates with Others = |  |
| Total for Cluster 4 \_\_\_\_\_\_\_\_\_\_ / 6 =  |  |
| **Average for Cluster 4:** **Collaborates with Others**  |
| **CLUSTER 5: USES NEWLY ATTAINED KNOWLEDGE** |  |
| 23. Uses knowledge about resources in the community and beyond in an effective way |  |
| 24. Attends, participates in, and speaks up during meetings |  |
| 25. Communicates effectively  |  |
| 26. Demonstrates effective advocacy |  |
| 27. Is clear about the issues affecting the child and family and is able to discuss and  communicate those issues in a constructive way |  |
| 28. Utilizes the available spectrum of support |  |
| Total for Cluster 5: Uses Newly Attained Knowledge = |  |
| Total for Cluster 5 \_\_\_\_\_\_\_\_\_\_ / 6 =  |  |
| **Average for Cluster 5:** **Uses Newly Attained Knowledge**  |
| **CLUSTER 6: COPING SKILLS** |  |
| 29. Understands that having a range of feelings is normal and is coping well nevertheless |  |
| 30. Demonstrates resiliency and perseverance  |  |
| 31. Understands and takes care of self |  |
| 32. Knows how to reduce stress |  |
| 33. Handles crises effectively |  |
| 34. Develops a plan of care |  |
| 35. Carries out the plan of care |  |
| 36. Possesses and uses coping skills |  |
| Total for Cluster 6: Coping Skills = |  |
| Total for Cluster 6 \_\_\_\_\_\_\_\_\_\_ / 8 =  |  |
| **Average for Cluster 6: Coping Skills**  |
|  |  |
| Total for Cluster 1: Self-Knowledge |  |
| Total for Cluster 2: Family Well-Being |  |
| Total for Cluster 3: Seeks Information |  |
| Total for Cluster 4: Collaborates with Others |  |
| Total for Cluster 5: Uses Newly Attained Knowledge |  |
| Total for Cluster 6: Coping Skills |  |
|  |  |
| **FJA CORE SCALE TOTAL SCORE** |  |

**FJA Wraparound Scale Score Sheet**

**(optional)**

|  |  |
| --- | --- |
| **Item** | **Rating** |
|  |  |
| 37. Articulates a vision for their family  |  |
| 38. Understands wraparound principles and process |  |
| 39. Recognizes the strengths of their family and can tell the family story |  |
| 40. Expresses the needs of the youth and family  |  |
| 41. Is clear about choices and opportunities involved in developing the plan of care |  |
| 42. Expresses family voice and choice |  |
| 43. Recruits formal supports to join the child and family team |  |
| 44. Recruits natural supports to join the child and family team  |  |
| 45. Attends and actively participates in the child and family team  |  |
| 46. Expresses family strengths, needs, and goals to the team  |  |
| 47. Helps incorporate the strengths of the youth, family, and team in the wraparound process |  |
| 48. Collaborates with the team in the decision-making process |  |
| 49. Works with the team to develop a crisis plan |  |
| 50. Implements the crisis plan when needed |  |
| 51. Attempts to integrate important aspects of the plan and team process that are not  working correctly |  |
| 52. Recognizes progress toward meeting needs and identifies all successes |  |
| 53. Celebrates with the team to recognize improvement  |  |
| 54. Identifies and addresses aspects of the plan and team process that are not working  correctly  |  |
| 55. Gives feedback to other and works with the team to modify the plan of care when  necessary |  |
| 56. Knows where to go to seek help and resources when wraparound ends |  |
|  |  |
| **FJA WRAPAROUND SCALE TOTAL SCORE** |  |

**FJA Legacy Scale Score Sheet**

**(optional)**

|  |  |
| --- | --- |
| **Item** | **Rating** |
|  |  |
| 57. Shares their story with others to inspire change |  |
| 58. Assists others having similar experiences |  |
| 59. Participates in leadership activities |  |
| 60. Connects with others to help them utilize both formal and natural supports |  |
| 61. Articulates principles of family movement |  |
| 62. Serves on committees and work groups |  |
| 63. Presents at conferences |  |
| 64. Participates in legislative advocacy |  |
|  |  |
| **FJA CORE SCALE TOTAL SCORE**  |  |