

Administration of the Family Journey Assessment Discussion Prompts

Cluster 1: Self-Knowledge

General Prompts:

- *Tell me about how things are going with (child's name).*
- *What do you think would really help (child's name)?*
- *How easy is it for you to talk with others about (child's name)? What helps?*
- *Tell me about how things are going with you.*

Focused Prompts:

- *Let's talk about what has caused (child's name) difficulties.*
- *What are the good things that people say about (child's name)?*
- *How do you think you and your family can help with (child's name)'s difficulties?*

Feedback Prompts:

- *It sounds like you have a great sense of what (child's name) needs to succeed. Maybe you are focusing so much on her needs that you have difficulty making time to take care of yourself. What do you think?*
- *We talked (child's name)'s strengths, challenges, and needs. You explained his needs very clearly. Do you think that you are able to recognize and communicate his strengths and challenges in the same way?*

1. **Score 3:** Does a good job of talking about her needs, discusses difficulties related to moving – Tyler not having friends, needing to adjust, ADHD.
2. **Score 2:** She knows his needs, but does not fully understand them.
3. **Score 3:** She talked about ADHD and substance abuse, but there wasn't enough said about the child's diagnosis to know how much she knows about his needs – this would have been a time to follow up and get more information.
4. **Score 2:** She is focused on things she needs to do for her child, particularly because they are adjusting to a new environment.
5. **Score 2:** Struggles to view challenges as problems that can be addressed. Might know there are strategies available but hard time thinking anything can improve. A "1" would be someone who is too overwhelmed to address them. A "3" would be focusing plans to address challenges instead of only focusing on immediate obstacles. A "4" means that things are still tough but the caregiver feels capable of working through it.
6. **Score 3:** She said she wants Tyler to be independent and recognizes that that is an important need. In that sense, she is separating herself from him. She never blamed herself for his difficulties and seems to believe that Tyler is responsible for them. She did bring up that Tyler blamed her for taking him away from his father and seems to feel some guilt for that, although she knows there was no other option. But wanting Tyler to be independent also might mean she wants

Tyler to be an adult before he is ready to do so. This might be another situation when a PSP would want to ask for more information.

7. **Score 3:** She knows she has skills to advocate for her child and has communication skills.
8. **Score 2:** She said he was friendly, but then she goes on to describe that he is manipulative.
9. **Score 3:** She was going to the school to get things worked out and seemed to be looking forward to straightening out the IEPs and setting up regular therapy. Made her voice heard during the interview.

Cluster 2: Family Well-Being

General Prompts:

- *How has the family working together lately?*
- *How are decisions made in your family?*

Focused Prompts:

- *Does your family feel you're getting the support you need?*
- *How is this situation affecting your daily life?*

Feedback:

- *It sounds like you might be so overwhelmed that you're having trouble completing normal daily tasks. Does it feel that way to you?*
- *I think I'm hearing that you feel comfortable expressing your opinions to your family, but that you are less comfortable expressing yourself to your support staff.*
- *It's great that you're feeling support from your religious community. It seems like you like the idea of connecting with families with similar difficulties, but you haven't been able to do that yet. Why don't you come to a support group next week?*

10. **Score 3:** She was comfortable making decisions and discusses things with her mother, but there is a sense that she would have liked to have more support in making decisions.
11. **Score 3:** She is not currently connected well with the school, but she is trying to connect. She talks with her mother. She is the ultimate decision-maker.
12. **Score 1:** She does not mention assistance or connections with child-serving systems.
13. **Score 2:** Church is a natural support, and she has her mother as a support.
14. **Score 1 or 2:** She talked about how she doesn't know whether Tyler is going to school. He leaves house without her knowing, and there is no routine.

Cluster 3: Seeks Information

General Prompts:

- *What have you found out about (your child)'s challenges?*
- *Where have you gone to find information and get help?*

Focused Prompts:

- *Do you need more information about how (child's name)'s school system works?*

Feedback Prompts:

- *I think there are lots of resources available to help with (this situation) that you are not aware of or that you haven't been able to access. Are there things we didn't talk about that you have used or tried?*
- *You've really collected lots of resources to help (child's name) navigate the school system. Is it easy for you to find information when you are looking for it? Do you have a similar understanding of the other systems (child's name) is involved with?*

15. **Score 2 or 3:** She found the church as a resource; she's talked about going to the school. She may not have enough information substance abuse resources.
16. **Score 2:** She is trying to navigate the school system but has not made progress yet. She did find a therapist. She has not accessed substance abuse resources or services.

Cluster 4: Collaborates with Others

General Prompts:

- *Who do you go to for help?*
- *Have they been helpful?*

Focused Prompts:

- *Do you find it easy to work with these people?*
- *Have you had the chance to meet other families going through the same kind of thing?*
- *Have you been able to participate in family support activities?*
- *How do you feel sharing story with others?*

Feedback Prompts:

- *It sounds like you've made some good connections outside of the family. Are you comfortable working with those people and asking for help?*
- *So you've heard about family support activities but haven't had a chance to get involved?*

17. **Score 2:** She seems to be at a loss; does not have plans to achieve goals. Her personality makes it seem like she is willing and able to work with others, but when administering the FJA it is important to make sure that she is actually doing that.
18. **Score 2 or 3:** Only the church, doesn't feel supported at school, but she is seeking assistance there.
19. **Score 1:** She does not connect with families and is not comfortable sharing her story outside of those who are there to help.
20. **Score 2:** There is not very much information on this. She doesn't understand that those at school can't work around her schedule, but she did recognize that most therapists do not hold Saturday hours and did not seem angry about that.
21. **Score 3:** She shares with formal supports.
22. **Score 1:** She does not participate in family support activities.

Cluster 5: Uses Newly Attained Knowledge

General Prompts

- *Do you feel like your voice has been heard when you talk about your child?*
- *You've really been attending a lot of meetings lately. Have they been helpful?*

Focused Prompts

- *Have you been able to use the information and help you received?*
- *Tell me more about how it feels to be at those meetings.*
- *Have you gotten what you need?*

Feedback:

- *It sounds like you know about a lot of resources in your community and you have a good understanding of what your child needs, and that you feel comfortable expressing that at meetings.*
- *Do you think it would be helpful to identify additional resources and supports?*

23. **Score 2:** She talks to the pastor and wants to look for more services, including the therapist.
24. **Score 1 or 2:** We don't have much information about this. We do know that she has been unable to schedule or attend many meetings because, as a new employee, she cannot take leave from work. This indicates that has an interest in attending and participating in meetings. But there is no specific evidence that she is attending or participating in meetings. The interview with the PSP does not qualify because it is not a meeting related to advocating for her child.
25. **Score 3:** We were able to get lots of information from her 25-minute interview. She was able to communicate needs and express her feelings about the current and previous situation.
26. **Score 1:** She is feeling discouraged and hopeless; says she is not sure if she can save her child. At this point, she is not doing anything to advocate for him.
27. **Score 2 or 3:** Though she communicated well, she may not have expressed her needs in a constructive way. She seemed to downplay her son's substance abuse incidents. Without more probing or conversation, the PSP would not know how to best help her from this point.
28. **Score 2:** She was working with the school a little.

Cluster 6: Coping Skills

General Prompts:

- *How are you coping with all of this?*
- *What would be the best way to help you with this situation?*
- *How do you feel? How have you felt?*
- *What do you do for yourself?*

Focused Prompts:

- *I know there have been a lot of crises and stress. How have you been handling that?*
- *Do you feel hopeless at times?*
- *It's amazing what you've gone through. What has been most helpful to deal with these crises?*
- *What have you done, or tried to do, to help your family move forward?*

Feedback Prompts:

- *It sounds like you've had a variety of feelings and that you'd like some support in coping with the situation.*
- *So, you have a good idea about where you're going, but could use some help taking the steps to get there?*

29. **Score 2:** She seems to feel that she shouldn't be as bothered by the situation as she is. She feels it is her role to focus on her son. She seems a little frustrated with herself for needing to re-establish services and connections now that she has moved to a new area, but that is a natural part of the moving process.
30. **Score 2 or 3:** She is feeling hopeless and discouraged, and she doesn't know if she can save her child, but she is still persevering in some ways. Tyler is enrolled in school and they are planning to go to therapy.
31. **Score 2:** She seems to understand how she is feeling but acknowledges she is not doing much to take care of herself.
32. **Score 2:** She walks and exercises when she has time. She needs help figuring out how to work it out into her schedule.
33. **Score 2:** She is not completely immobilized by crises, but her son is not always attending school and is likely abusing substances to some degree, and from this conversation we are not aware of steps she has taken to address those problems.
34. **Score 1 or 2:** She doesn't have a plan of care, but she is trying to work out an IEP as a first step.
35. **Score 1:** Doesn't have a plan of care.
36. **Score 2:** She does use participation in the church as an outlet. She knows that exercising helps her cope, but she is not using that coping skill at this time.