

Family Journey Assessment

Date of FJA Completion: 10/28/2011

Caregiver Name: Teresa King

Collaborative Entity: MD

Caregiver DOB: 8/20/1975

Site ID#: 10

Caregiver Gender: M F

PSP ID#: 2

Child/Youth Name: Tyler King

Family ID#: Z

Child/Youth DOB: 4/24/94

Caregiver ID#: 1

Child/Youth Gender: M F

Child/Youth Grade: 11th

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? 0

<u>Time Period</u>		<u>Referral Source</u>	
Baseline	<input checked="" type="radio"/>	Mental Health	<input type="radio"/>
3-month Follow-Up	<input type="radio"/>	Juvenile Justice	<input type="radio"/>
6-month Follow-Up	<input type="radio"/>	Child Welfare	<input type="radio"/>
9-month Follow-Up	<input type="radio"/>	Education	<input type="radio"/>
Other	<input type="radio"/>	Faith-based	<input type="radio"/>
(please specify)		Primary Health	<input type="radio"/>
		Health Dept	<input type="radio"/>
		Self	<input type="radio"/>
		Other	<input checked="" type="radio"/>
		(please specify below)	
		PHP program	

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

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

The family recently moved to Maryland from Cleveland, thereby leaving all of their connections and natural and formal supports. It has been a difficult transition. Ms. King has been through the process of establishing supports in the past.

**Family Journey Assessment:
Training Video #1 - Tyler**

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.

Cluster 1: Self-Knowledge

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

 1 2 3 4

Teresa does a good job of talking about the difficulties and circumstances unique to her particular situation. She explains that she and Tyler recently moved and that both of them are in the process of trying to develop ties to a new area. She shares that being a new employee makes her schedule very inflexible and talks about struggles related to being a single parent. She also makes it clear that religion is an important part of the family’s life.

2. Understands and accepts the child’s challenges

 1 2 3 4

Teresa knows Tyler’s challenges – she talks about ADHD, mood issues, and anger. She knows that it is a challenge for him to stay “upbeat and positive”. She says she “needs him to be independent”, so she may not understand or accept that he isn’t ready to be independent at this time. She may not fully accept challenges because she talks about Tyler imitating negative behavior from peers, rather than holding him responsible for his actions.

3. Recognizes the child’s needs

 1 2 3 4

Teresa talks about Tyler’s needs, including ADHD, mood issues, anger, and the need for structured after-school time. She knows it would help for Tyler to have someone at school to “hold him accountable” for being in class. She understands that Tyler needs friends and that it was hard for him to leave Cleveland. She doesn’t completely recognize the need to address Tyler’s possible substance abuse; she indicates that Tyler only engaged in the behavior because he was following his peers.

4. Recognizes own needs

 1 2 3 4

Teresa may be ignoring some of her own personal needs because she is focused on what Tyler needs, what she and Tyler both need in their new environment (for example, a “church family”, an understanding of Maryland laws, support from Tyler’s school, financial security), and things she needs from Tyler (to be independent, to participate in the household). She recognizes it’s important to be at work consistently while she’s a new employee.

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5. Sees challenges in an objective way

1 2 3 4

Teresa is struggling to view challenges as problems that can be addressed. She might know there are strategies available but is having a hard time imagining that anything can improve. She is above the "intensive" stage because she isn't too overwhelmed to begin to address challenges, but she hasn't progressed to the "supportive" stage because she's still focusing on immediate challenges at hand rather than plans to address challenges. She isn't being completely objective when she says she wants Tyler to be independent but doesn't seem to consider whether or not he is ready.

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

1 2 3 4

Teresa says she wants Tyler to be independent. In that sense, she is able to separate herself from him. We have no evidence that she blames herself for Tyler's difficulties or feels guilty. She does bring up that Tyler blames her for "taking him away from his father", but because there was not another option, she seems to know that she doesn't deserve the blame. At the same time, she says that it is a "challenge to keep Tyler upbeat", placing responsibility for his emotion on herself, and says, "I'm not sure what I should be doing", taking a lot of responsibility upon herself for Tyler's progress. She also shares her fear that she won't be able to "save" Tyler from himself.

7. Recognizes own strengths

1 2 3 4

Teresa is proud of herself for taking care of the family as a single parent. She knows she has advocacy skills and has been working to do what is best for Tyler. But she doesn't mention any individual personal strengths, only the strengths that relate to herself and Tyler as a family unit.

8. Recognizes the child's strengths

1 2 3 4

Teresa says that Tyler is friendly and nice, but as she expands on that strength, we realize she's actually saying that Tyler can be manipulative. She seems to be feeling very negatively about him right now.

9. Believes that own voice is important

1 2 3 4

Teresa believes her voice is important. She is going to Tyler's school to try to work things out, and she seems to look forward to straightening out Tyler's IEP and attending regular therapy sessions. She says that she is the main decision maker and feels very comfortable in that role.

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Cluster 2: Family Well-Being

10. Is involved in decision making within the family

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Teresa says that she is the ultimate decision-maker. She is comfortable making decisions, and she discusses things with her mother, who is Teresa and Tyler's primary extended family member. There doesn't seem to be a person whose opinion she always seriously considers before choosing a course of action: "Sometimes I ask them, depending on what it is, sometimes I don't," but she is open to shared decision-making and is comfortable making decisions.

11. Participates in decision making with those involved in the child's care

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Teresa is the ultimate decision-maker, and while she is not currently engaging in decision-making with Tyler's school, she has been talking to school representatives and is trying to establish a relationship with them. Teresa is working with Tyler's therapist and psychiatrist.

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

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In general, Teresa does not mention assistance or connections with child-serving systems. She would like to feel more support from the school system, particularly to help "hold Tyler accountable" and make sure that he is in school. We don't have very much information about Teresa's relationship with or connection with the therapist and psychiatrist, but she does seem to feel support from the therapist and psychiatrist, particularly because she can make weekend appointments with them.

13. Accesses and feels supported by natural supports

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The church is Teresa and Tyler's major source of natural support in MD. Both of them are connected with the church community, Tyler is participating in the youth group, and Teresa feels comfortable talking with her pastor. Teresa also turns to her mother, who is still in Cleveland, as a natural support.

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14. Develops and maintains a daily routine

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Teresa doesn't know whether or not Tyler is going to school. He doesn't have a routine and leaves the house without Teresa knowing where he is going, and when she calls he doesn't pick up his phone. On the referral form we see that Tyler has not been taking care of himself on a regular basis (not washing clothes, not taking medication, etc.), but Celia did not verify that information with Teresa during the interview. Teresa is still going to work regularly.

Cluster 3: Seeks Information

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

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Teresa accessed the church as a resource for support. She looked for and found a therapist that would see Tyler on Saturdays. She's talked about going to Tyler's school and finding out what Maryland laws are related to school attendance, but she hasn't done so yet. She also has not accessed substance abuse resources or services.

16. Uses knowledge to navigate child-serving systems and other community-based services

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Teresa is trying to navigate the school system but hasn't made progress yet. She wants to find someone to partner with at Tyler's school but hasn't been successful yet. She did find a therapist and a psychiatrist to see Tyler on Saturdays.

Cluster 4: Collaborates With Others

17. Works with others to achieve goals

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Teresa seems to be at a loss and does not have plans to achieve goals. Based on her previous experience, we have some reason to believe that she is willing to work with others, but in her current environment she hasn't been able to do very much collaborating yet. As a single parent and the primary decision-maker, she seems to feel that tackling these issues and caring for Tyler is all up to her (for example, to "keep him upbeat"). She felt that the school just "didn't have time" to talk with her, and she is waiting until she has been working at her new organization for 3 months in order to make progress, rather than looking to others for assistance at this time.

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18. Seeks assistance and works with others to find supports

1 2 3 4

Teresa says she has been "trying to build up folks that can help me and Tyler". She is willing to seek assistance at the school and has been interacting with her new pastor and church community to find natural supports. She is able to tell her story in order to help others assist her.

19. Connects with families having similar experiences

1 2 3 4

Teresa is not connecting with other families at this time.

20. Demonstrates an understanding of others' perspectives and the constraints of their situations

1 2 3 4

Teresa understood that it was difficult for Tyler to leave Cleveland. She doesn't seem aware of how difficult it may have been for Tyler to hear that there was no one he could live with in Cleveland. He may have felt unwanted. But Teresa does understand and is not angered by the fact that most therapists do not hold Saturday hours. She also understands that different school systems have different laws and that there is a possibility the school may fine her if Tyler doesn't attend. She has more trouble accepting that school representatives can't work around her schedule.

21. Shares their story with others

1 2 3 4

Teresa shares easily with people she recognizes as supports – with "people trying to help us". She has talked with her pastor about some of the challenges she and Tyler have been facing. But she makes the distinction that she only feels comfortable sharing with people she recognizes as "helpers", implying that it is not generally easy for her to share her story.

22. Participates in family support activities and events in person or through the internet

1 2 3 4

Teresa does not participate in family support activities.

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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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Teresa has connected with her pastor, but she hasn't acquired knowledge of other available resources, such as possible after-school activities for Tyler and other ways to "structure his free time".

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

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We don't have very much information about Teresa's participation in meetings, but we do know that she has attended therapist and psychiatrist appointments, and that it has been difficult for her to schedule meetings because she can't take time off of work. This indicates she wants to attend and participate in meetings.

25. Communicates effectively

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Celia learns a lot of information from Teresa's 25-minute interview. She communicates needs and expresses her feelings about both her previous and current situations. Teresa explains herself clearly and calmly, listens, and responds to Celia's questions. Occasionally, it is difficult to follow Teresa's train of thought in response to Celia's questions. For example, when Celia asks about routines, Teresa replies with comments about laws for school attendance and the possible financial burden they can present.

26. Demonstrates effective advocacy

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Teresa begun to advocate for Tyler by taking steps to connect to both formal supports (therapist/psychiatrist) and community/social supports (youth group). She has not found the opportunity to advocate for him in school, or in any other ways we are aware of.

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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

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Though Teresa communicated well, but her communication was not always constructive. For example, indicating that Tyler is only "following the wrong people" is not a constructive way to address his behavior.

28. Utilizes the available spectrum of support

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Teresa makes an effort to use supports that are available to her. She hasn't made an effort to connect with supports around Tyler's substance abuse. Right now, her supports are limited to her church community, Tyler's therapist, and her mother.

Cluster 6: Coping Skills

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

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Teresa knows and accepts that lonely and frustrated feelings are a normal part of the moving and re-adjusting process. But she demonstrates that she isn't coping well with those feelings because they are contributing to her sense that things won't get better. She says she's "not feeling hopeful at all because we don't know anyone here".

30. Demonstrates resiliency and perseverance

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Teresa is feeling hopeless and discouraged. She says she isn't sure what she should be doing and needs assistance finding next steps. She tells Celia she doesn't know if she'll be able to "save him". She is moving forward in some ways. Tyler is enrolled in school and they are planning to start therapy.

31. Understands and takes care of self

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Teresa feels her role is to focus on her son and hasn't given as much thought to attending to her own needs, but she seems to have a general understanding of what her needs are and what she is feeling. She acknowledges that, due to time pressures, she hasn't been doing very much to take care of herself, but she goes to church a few times a week.

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32. Knows how to reduce stress

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Teresa takes walks and exercises when she has time, and she makes time for church activities a few times a week. She needs help figuring out how to integrate self-care into her schedule.

33. Handles crises effectively

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Teresa is not immobilized by crises, but her son is not always attending school and may be abusing substances, and from this conversation we are not aware of steps she has taken to address those problems. The move disrupted the family's schedule significantly, and Teresa hasn't effectively handled that.

34. Develops a plan of care

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Teresa doesn't have a plan, but she is trying to work out an IEP, and that is an important first step.

35. Carries out the plan of care

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Teresa and Tyler don't have a plan for his care.

36. Possesses and uses coping skills

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Teresa uses her participation in the church as an outlet. She knows that exercise helps her cope, but she isn't finding the time to do that right now.