

Wisconsin Core Competencies for Family Support Professionals Supervisory Checklist for Direct Service Professionals

Direct Service Professional

Scoring Rubric **3- Often** **2- Sometimes** **1- Rarely** **0- Not at All**

Content Area 1: Child and Lifespan Development	3	2	1	0
The employee demonstrates the ability to engage parents in supporting children’s attachment, development, and learning				
The employee engages and interacts with children in developmentally appropriate ways				
The employee identifies children’s strengths				
The employee identifies parent’s strengths				
The employee demonstrates sensitivity to children’s needs				
The employee cultivates self-awareness and has a good understanding of bias				
The employee displays cultural and linguistic responsiveness in relationships				
The employee believes that all children and parents have strengths and ability to learn				
The employee has a positive orientation toward and enjoyment of interactions with children and families				
The employee appreciates and values differences within family dynamics				
The employee respects and supports current relationships between children and parents as the starting point for family development				
The employee values creating positive, goal-oriented relationships with parents				
The employee is committed to all children, parents, and families reaching their potential and to the promotion of healthy parent-child and family relationships				
The employee acknowledges and examines their own personal bias				
Strengths:				
Opportunities:				

3- Often 2- Sometimes 1- Rarely 0- Not at All



Content Area 2: Dynamics of Family Relationships	3	2	1	0
The employee interacts effectively with a variety of personality types, temperaments, and individual differences of both adults and children				
The employee models appropriate and effective communication strategies with and for families				
The employee teaches and supports healthy parent-child interactions				
The employee helps parents identify needs and strategies to build resilience and practice self-care				
The employee identifies and supports families in addressing stressors that negatively impact family interaction				
The employee utilizes the Protective Factors Framework to assist all families in assessing their family system and identifying areas of focus for positive family development				
The employee recognizes signs of individual and family trauma				
The employee incorporates trauma informed practice when engaging and responding to families who may have experienced various forms of trauma				
The employee demonstrates culturally and linguistically responsive interactions with families				
The employee appreciates differences in family composition and family dynamics				
The employee values self-awareness and seeks understanding of personal bias				
The employee believe that all families have strengths				
The employee respects and supports existing relationships between children and families as the starting point for family development				
The employee believes that all families experience stress				
The employee believes that any parent, child, or family, regardless of status or composition, may have experienced trauma				
Strengths:				
Opportunities:				

3- Often

2- Sometimes

1- Rarely

0- Not at All





Content Area 3: Guidance and Nurturing- Parenting Skills	3	2	1	0
The employee can identify healthy and unhealthy attachment				
The employee teaches and models strategies to help parents strengthen healthy attachment				
The employee can identify healthy and unhealthy parenting styles and behavior				
The employee teaches and models best practice in parenting skills and behaviors, including warm, nurturing, and caring behaviors				
The employee communicates appropriate developmental expectations to parents				
The employee teaches emotional regulation skills for both parents and children				
The employee models guidance techniques for parents				
The employee supports the use of intentional parenting skills				
The employee matches parent programs to parents' needs				
The employee partners with parents and scaffolds parents' learning				
The employee helps parents build parental resilience				
The employee helps parents identify self-care strategies to reduce stress				
The employee believes that there are a wide variety of healthy ways to parent				
The employee accepts cultural and personal variance in effective and appropriate ways to express warmth, love, and affection				
The employee believes in universal need for parenting knowledge and support				
The employee believes in intrinsic motivation for parenting				
The employee believes that parents have the power to make the best decisions for their family				
The employee respects the rights and responsibilities of parents to make decisions about family values and parenting practices				
The employee views critical thinking as an essential requirement for parent education				
The employee understands that all parents need strategies beyond those learned from their own parents				
Strengths:				
Opportunities:				

3- Often

2- Sometimes

1- Rarely

0- Not at All





Content Area 4: Health and Safety	3	2	1	0
The employee supports and assists families in identifying and securing concrete supports				
The employee builds awareness of resources, prerequisites for service, and the referral process				
The employee identifies signs of domestic violence and community resources for victims				
The employee identifies all forms of child maltreatment				
The employee possesses skills for talking to families about health and safety issues				
The employee identifies signs of depression and mental illness				
The employee understands and identifies the impacts of various types of family violence on different family members				
The employee identifies and promotes formal and informal professional connections that help families obtain concrete supports				
The employee facilitates family help seeking				
The employee maintains networks of physical, mental, and behavioral health care providers				
The employee connects families to services, supports help seeking behavior, and understands barriers to access				
The employee recognizes and addresses systemic barriers				
The employee believes that any parent, child, or family, regardless of status or composition, may have experienced or be a source of child maltreatment				
The employee believes that help seeking behavior is a strength and not a weakness				
The employee acknowledges systemic barriers to family well-being				
Strengths:				
Opportunities:				

3- Often

2- Sometimes

1- Rarely

0- Not at All





Content Area 5: Diversity in Family Systems	3	2	1	0
The employee develops and implements culturally responsive strategies to engage and strengthen families				
The employee supports families in identifying their own needs and positive, culturally appropriate strategies				
The employee teaches and supports families in building internal family traditions, customs, and culture				
The employee promotes equity and addresses barriers that impact family access to and comfort with services and education, such as conscious and unconscious bias, economic status, educational level, stereotyping, and racism				
The employee practices self-reflection and examination to discover personal views or emotional triggers which have the potential to impede relationships and effective work with families				
The employee fosters inclusion				
The employee respects and appreciates diversity in families				
The employee strives for non-judgmental approaches to working with families, especially those whose background or current circumstances are different from their own				
The employee believes that all families can benefit from and should have access to parenting education and skill building opportunities				
The employee acknowledges systemic barriers to family well-being				
Strengths:				
Opportunities:				

3- Often

2- Sometimes

1- Rarely

0- Not at All





Content Area 6: Relationships between Family, School, and Community	3	2	1	0
The employee advocates within the community on behalf of children and families				
The employee connects families to resources (networking skills, knowledge of community resources, connections within community)				
The employee builds collaborative community partnerships and continuum of care for family support services and parent education initiatives				
The employee helps families identify and access community resources (implements the “warm handoff”, identifies and addresses barriers, normalizes family help seeking, supports parents in advocating for themselves and their children)				
The employee helps families build social connections				
The employee helps families understand the importance of quality childcare and finds resources to obtain quality providers				
The employee supports parents in preparing children for school through at-home early learning activities that promote academic success				
The employee encourages and supports parents to be active members of community and school through participation, volunteerism, and advocacy				
Strengths:				
Opportunities:				

3- Often

2- Sometimes

1- Rarely

0- Not at All





Content Area 7: Family Support and Parenting Education: Principles, Research, Methods, and Approaches	3	2	1	0
The employee utilizes a strengths-based family partnership approach to family support work				
The employee incorporates the Protective Factors Framework into work with families				
The employee increases family understanding of Protective Factors Framework and supports families in strengthening their Protective Factors				
The employee integrates current research into professional practice				
The employee assesses the needs of the parents, child, and family and matches to appropriate level of prevention, early intervention, or treatment as well as appropriate programming or approach				
The employee promotes and markets programs and initiatives				
The employee meets the learning needs of a variety of learning styles and ages of learners				
The employee possesses group process and facilitation skills				
The employee utilizes verbal and non-verbal communication and listening skills for effective facilitation and relationship building				
The employee tailors content to audiences and to individual learners				
The employee utilizes a variety of educational methodologies and facilitation strategies				
The employee builds trusting relationships with families				
The employee engages families to build leadership capacity				
The employee adapts programming to respond to interests, culture, language needs, special needs, or challenges of participants				
The employee has skills for conflict resolution among participants				
The employee fosters interaction and inclusion				
The employee has a positive view of parent education and support				
The employee has a commitment to high quality programming				
The employee has a commitment to attendance and completion of programming				
The employee has persistence in recruiting and maintaining connection with families				
The employee has sensitivity to needs and feelings of families				
The employee has preference for interactive involvement of parents or families in programming				
The employee supports family driven goal setting, enrichment, and experiences for child development				
Strengths:				
Opportunities:				

3- Often

2- Sometimes

1- Rarely

0- Not at All



Content Area 8: Professional Practice and Self-care	3	2	1	0
The employee uses supervisor interaction and peer support to assist in professional role and self-care				
The employee advocates for their own self-care needs				
The employee manages the parallel process				
The employee maintains professional boundaries while remaining responsive to parents and families				
The employee identifies needs for referral of parents to other professionals and for other services				
The employee has interpersonal communication skills (conflict resolution within the workplace, mediation skills)				
The employee knows when and how to ask for help				
The employee is able to self-assess and reflect upon their own work				
The employee interacts sensitively and appropriately with parents				
The employee values professional development				
The employee values the opportunity to interact and learn from clients, colleagues, mentors, and supervisors				
The employee has awareness of how their own background and values impact practice, including acknowledgement of personal bias				
The employee is willing to attend to their own self care needs				
Strengths:				
Opportunities:				

3- Often

2- Sometimes

1- Rarely

0- Not at All



**Download the complete Core Competencies for Family Support Professionals at
<https://preventionboard.wi.gov/Pages/OurWork/CoreCompetencies.aspx>**

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