

Family Staffing

Child's Name: _____	Parent/Guardian(s) name: _____
Date: _____	Staffing Number: _____
Who is Present?	

Parent/Child Relationship <i>Specific Observations to support strong parent-child relationships</i>
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Child and Family Strengths/Resilience Factors (this includes child development, family services and health strengths):
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What changes have occurred with the child and family recently?
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Goals/Plans (this includes those identified by the family or items needing follow up by staff).	Person Responsible for follow up and expected timeline

Key questions to consider:

- Does the entire family have Health Insurance? If no, what are plans for follow-up with family?
- Follow-up needed for immunizations, EPSDT or dental exam(s) and/or treatment? If yes, what is the plan?
- If a Health Alert is needed, have all relevant staff been informed/trained?
- Is there a Pick-up Alert? Is all the documentation needed for the alert in the Family File? If it is needed, have all relevant staff been informed/trained?
- Are there behavior or developmental concerns for the child (language, physical, cognitive, social/emotional)?
- Does the child have an existing IEP/IFSP? If yes, is there a copy in the family file? What is the plan for support?
- What goals/issues have initially been identified and need follow up? Describe the plan for follow-up.
- How can the team support family participation, based on family interest and availability?
- Is the child’s attendance consistent? Does the family communicate about absences?
- Are health, behavioral and developmental screenings completed? Rescreens needed? Referrals needed?
- Progress on current goals? What other goals/issues have been identified and need follow up? Describe the plan for follow-up.
- Is the family prepared for transition out of the program? Is the child prepared? What still needs to occur?
- What resilience factors/protective factors are in place within this family to build healthy families? What might be something to work on?

Resilience Factors:

(from www.resiliencetrumpsaces.org)

Learning to self-advocate	Developing communication skills	Respecting the ability to make decisions	Critical thinking skills
Hope	Working as a team	Learning to show appreciation	The ability to calm oneself
Trust	Developing friendships	Having clear expectations and rules	Developing self-esteem
Developing a sense of control	Learning to ask for help	Establishing Consequences	Mastering a skill
Accepting ownership for your behavior	Teaching self-discipline and a sense of responsibility	Verbally saying “I Love You”	Giving a child choices
A sense of belonging	Learning to accept help	Attachment to a caring adult	Assigning chores to give responsibility
Experiencing success	Sensing triggers that create negative behavior	Helping a child develop problem solving skills	Showing empathy
Helping a child learn to express his/her feelings	Modeling appropriate behavior	Acknowledging when you are wrong	Express feelings
Sharing something important	Having family meetings	Learning responsibility	Giving back to the community
Helping a friend	Learning to solve problems and make decisions	Letting a child know you are available to help	Helping to appreciate cultural and ethnic heritage
Modeling problem solving skills	Allowing the experience of success or failure		