2023

National Family Support Competency Framework

for Supervisors

Institute
for the **Advancement** of
Family Support Professionals

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Welcome to the
National Family Support Competency Framework for Supervisors!

This framework contains the core competencies for Family Support Supervisors. Family Support Supervisors may work in program models such as Healthy Families America, Nurse Family Partnership, Parents as Teachers, or locally developed program models. These supervisors provide oversight to direct service professionals who work primarily with families with children, from prenatal through kindergarten entry. Typically, services are delivered through home visits but the Institute recognizes the diversity of the Family Support field.

The Competency Framework is organized around seven domains. Domains are defined by dimensions and detailed with components that more fully describe dimensions. Lastly, each competency is broken down into three distinct competency levels: Recognizing, Applying, and Extending. 'Recognizing' demonstrates knowledge and understanding of the competency. For example, does the Supervisor understand the program model's requirements? 'Applying' a competency moves beyond knowledge and describes how a Supervisor assists or teaches their Direct Family Support Professionals using this competency. The third competency level, 'Extending', moves beyond knowledge and teaching to show how Supervisors are Direct Family Support Professionals to apply the knowledge and skills of the particular competency. Extending goes beyond the transfer of knowledge to describe how the Supervisor is providing skill- building opportunities for their Direct Family Support Professionals.

The framework design lends itself to self-evaluation and reflection that family support organizations may utilize. It is desired for newly hired Family Support Supervisors to quickly reach the 'Recognizing' level. The Institute for the Advancement of Family Support Professionals contains a pre-assessment that starts the learner on a path of identifying their own unique career compass. The Career Compass is a map demonstrating the specific competencies that the professional already has and which competency areas could benefit from more attention. The Institute currently contains over 50 online learning modules and continues to grow.

The Competency Framework has undergone a rigorous review process described in more detail in the history section. The Framework will be reviewed and updated at a minimum of every five years also using a rigorous review process to ensure the field has many opportunities to provide input into what is working and what needs improvement.

Rationale for Development

Why is it important to have a national framework of core competencies for the family support field? A framework assists in defining the expectations and standards, which in turn unifies a fragmented field. Family support programming has existed in some states for more than thirty years, and in others, only since the passage of the federal law authorizing the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program. Evidence-based home visiting is available in every state and six territories in the United States, and MIECHV funding has been provided to 19 tribal organizations. The need for core competencies is evident by the sheer number of states that had already begun this work. The efforts contained here are meant to build upon the work that was already started and to reduce duplication and increase efficiencies. In a unified field, it would be redundant for every state to develop their own set of core competencies.

An established set of core competencies is necessary to develop an effective professional development system, including training and certification. Differences by models or states in academic preparation requirements for Family Support Supervisors will still exist. The core definition of family support work contained in these pages will serve to unify the field while embracing our rich diversity.

History

During 2015 this project was started for the purpose of developing a set of national core competencies for the family support field, specifically for direct Family Support Professionals. The first step was to gather and compare existing core competencies. A variety of methods were employed to discover which states had developed core competencies. Multiple requests were sent through the weekly update of the Association of State and Tribal Initiatives (ASTHVI). A request was also made through Zero to Three and the Health Resources and Services Administration. Requests were made to individual state leaders where it was believed that competencies had been developed or were underway. The Model Alliance was also asked for input and shared their early work in trying to identify common outcomes across the different models. In addition, an internet search was completed.

Twenty-one states had developed family support core competencies and an additional eight states had developed early childhood core competencies that encompassed the broader early childhood field. In addition, six home visiting models also shared their competencies. The second phase of this project was to compare and analyze for commonalities and differences between the existing core competencies.

A doctoral student at Iowa State University, Melissa Clucas, PhD, led the analysis and synthesis in the development of the National Family Support Professional Competency Framework (2018). The core competencies were also evaluated against best practice found in the most recent literature and evaluation studies. Most states recognized the similar domain areas of: family functioning, health and safety, child growth and development, professional practice, and community resources. Many states grouped their competencies solely around knowledge versus skills. There were extensive differences between states on the quantity, depth, and complexity of the competencies. Most states have not developed supervisor competencies.

Noticeable gaps existed for data, documentation, research, facilitating parent child interactions, and planning home visits. Additional analysis and synthesis for the development of the National Family Support Supervisor Competencies was led by Anne Plagge (Iowa Department of Public Health) and Jennifer Case (Early Impact Virginia).

Synthesis and analysis from the original direct Family Support Professional competencies resulted in a framework that illustrated growth in professional skills of recognizing, to applying, to extending. In addition to articulating a standard set of national competencies, the framework was developed for use in personnel evaluations or in developing personnel professional development plans. The Supervisor competencies model the leveling of the direct Family Support Professional competencies as to remain consistent and unified.

The framework and the competencies then underwent a rigorous vetting process by requesting states, models and other organizations provide feedback. The iterative process resulted in a comprehensive framework that provides both depth and breadth in competencies for Family Support Supervisors.

The Institute for the Advancement of Family Support Professionals has an Expert Panel administered by the professional staff of ASTHVI with funding provided by a generous grant from the Heising Simons Foundation. The Expert Panel carefully reviewed the core competencies and requested that a section on the history and rationale for development be added, as well as an introduction before each domain area. They also requested that the language be consistent across the three levels. The core competencies contained in this publication reflect hours of work, and input from hundreds of people. The next section—Endorsements—will be updated regularly to reflect the adoption or endorsement of different organizations. Organizations may add their endorsement through this link.

Home Visiting Practice

Dimension 1 Promoting a competent workforce

Component A Family Support Professional Competencies

RECOGNIZE	APPLY	EXTEND
Understands and describes the Family Support Professional Competencies, Domains 1-10	**Supports** training and guidance to ensure home visiting staff adhere to the Family Support Professional Competencies and supports staff in applying and extending competencies into real life situations	**Utilizes** implementation science principles to coach adherence to the Family Support Professional Competencies

Component B Social and community context

RECOGNIZE	APPLY	EXTEND
Understands social and community influences on parenting including culture, ethnicity, religion, family, peers, mass media, and social media	**Supports** family support professionals in reflecting on the contexts that influence the parenting decisions and style of the family	**Coaches** family support professionals to identify influences that may have a negative impact on the child's development and assist in goal setting

Dimension 2 Trauma informed care

Component A Parent-child relationship

RECOGNIZE	APPLY	EXTEND
Demonstrates an understanding of potential risks and stressors to family well-being such as parental incarceration, divorce, mental health issues, substance abuse, intimate partner violence, physical health, disabilities, and trauma	**Supports** training on the impact of these stressors on individual family members, parenting, and child development	**Engages** in reflective practice to guide family support professionals in coaching parents to enhance and strengthen the parent-child relationship

Component B Adverse Childhood Experiences

RECOGNIZE	APPLY	EXTEND
Understands the correlation between adverse childhood experiences and the potential impact physical health, toxic stress, trauma, and mental health as an adult	**Supports** training opportunities and reflection with family support professionals to build capacity in identifying adverse childhood experiences that may have an influence on service delivery	**Coaches** family support professionals using a parallel process in developing a plan to prevent their own adverse childhood experiences from impacting their service delivery

Component C Facilitation of interactions

RECOGNIZE	APPLY	EXTEND
Demonstrates an understanding of coaching strategies and their role in facilitating positive parent-child interactions	**Supports** family support professionals in facilitating positive parent-child interactions	**Coaches** family support professional on facilitation skills through use of home visit observation and reflective supervision

Dimension 3 Evidence Based Practice

Component A Program and model fidelity

RECOGNIZE	APPLY	EXTEND
Understands the program model's requirements, including frequency and intensity of service delivery, caseload guidelines, and supervision needs of family support professionals	**Supports** family support professionals by insuring fidelity to the home visiting model and seeking technical assistance related to model implementation when needed	**Engages** family support professionals in implementation science principles to further promote monitoring and quality assurance systems of national and state models

Component B Curriculum

RECOGNIZE	APPLY	EXTEND
Understands and promotes the use of evidence-based curricula for family support programming to support program goals and improved family outcomes	**Supports** family support professionals through sharing of research and evidence-based practice in family support programming	**Utilize** the program curriculum with fidelity to address the needs of the child, family, and/or the community independently

Component C Professional writing and documentation

RECOGNIZE	APPLY	EXTEND
Understands documentation requirements prescribed by the agency or funding source and identifies necessary content for home visits and supervision note	**Supports** family support professionals through facilitation of case staffing and meetings to ensure documentation of all interactions, processes, and forms related to work for and with families and ensures supervision documentation meets model and program requirements	**Engages** family support professionals in review of documentation of interactions to plan for future home visits. Reflects on supervision documentation and finds opportunities to improve and enhance quality where applicable

Component D Data systems

RECOGNIZE	APPLY	EXTEND
Understands data entry requirements prescribed by the agency or funding source	**Supports** data systems by regularly reviewing documentation and ensures data input is accurate and within prescribed timeframes	**Coaches** family support professionals in using data to guide CQI projects and shares ideas for system improvement and methods of data entry

Professional Practice

Dimension 4 Ethical and legal practice

Component A Language development

RECOGNIZE	APPLY	EXTEND
Understands the duty and procedure for reporting suspected child maltreatment	**Supports** family support professionals in understanding their role as mandatory reporters and encouraging self-reporting from families whenever possible	**Coaches** and reflects with the family support professional after an engagement with child protective services in the event of a report

Component B Mental health procedures

RECOGNIZE	APPLY	EXTEND
Demonstrates an understanding of mental illness, mental health crisis situations, and the agency mental health procedures and policies	**Supports** staff by promoting awareness of and training in an agency/program specific mental health procedures and policies including mental health crises	**Engages** family support professionals' reflection in mental health policies and procedures, including mental health crises, and provides resources on mental health providers when needed

Component C Confidentiality

RECOGNIZE	APPLY	EXTEND
Understands and complies with agency, federal, state, and local laws affecting documentation, confidentiality, personnel practices and professional boundaries	**Supports** family support professionals in maintaining confidentiality of each family's information in all contexts with exception only when making necessary reports to protect the safety of a family member	**Engages** family support professionals in adherence to provisions and requirements of federal, state, and local laws affecting children and families

Component D Social media and technology

RECOGNIZE	APPLY	EXTEND
Understands agency policy and procedures on technology use and social media, maintains a positive digital footprint, and changes passwords frequently to keep home visit forms and papers secure at all times	**Supports** family support professionals' adherence to agency policy and procedures around technology and social media use	**Models** social media and technology use to advance home visitation while maintaining boundaries and developing additional precautions and safety measures to ensure confidentiality of client information

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DOMAIN 02

Dimension 5 Reflective practice

Component A Critical reflection

RECOGNIZE	APPLY	EXTEND
Understands key elements of critical reflection	**Supports** family support professionals' use of critical reflection to examine thoughts, feelings, strengths, and identify areas for growth	**Coaches** family support professionals in growth and deepening of critical reflection and seeking support for strengthening areas needing development

Component B Observation

RECOGNIZE	APPLY	EXTEND
Understands the components of effective observation and articulates the connection between observation and reflective practice	**Supports** family support professionals in collecting meaningful information in the home and family environment and encourages reflection	**Coaches** family support professionals in supporting parent child interactions and ensuring reflective practice through use of home visit observation

Component C Biases

RECOGNIZE	APPLY	EXTEND
Understands the importance of reflection on personal value systems, cultural beliefs, attitudes and beliefs related to parenting, and familial background to identify possible biases	**Supports** family support professionals in identifying behaviors that discourage or perpetuate biases	**Engages** in reflection with family support professionals to develop a non-judgmental approach to working with families whose background and/or current circumstances are different from their own

Dimension 6 Professional boundaries

Component A Individual well-being and self-care

RECOGNIZE	APPLY	EXTEND
Understands the relationship between individual well-being and ability to help others	**Supports** family support professionals in assessing self-care and determining strategies to maintain a healthy balance between work and family	**Engages** family support professionals in developing a network of supportive personal and professional relationships and in seeking emotional support when needed

Component B Stress management

RECOGNIZE	APPLY	EXTEND
Understands possible sources of work-related stressors, compassion fatigue, and secondary trauma in family support	**Supports** family support professionals use of self-awareness of specific work- related stressors, compassion fatigue, and secondary trauma and their effects on job performance and well-being	**Coaches** family support professionals to utilize proactive, longer term strategies and/or resources for eliminating or minimizing workplace stressors, compassion fatigue, and secondary trauma

Component C Boundaries

RECOGNIZE	APPLY	EXTEND
Understands warning signs and possible boundary violations that could occur when working with families	**Supports** family support professionals in obtaining training and development of clear agreements for each family regarding boundaries	**Coaches** family support professionals through reflective supervision to discuss boundaries and warning signs in boundary issues with families

Component D Personal safety

RECOGNIZE	APPLY	EXTEND
Understands home visit scenarios of when it is unsafe/counterproductive to stay, when and how to leave, and how to document these situations	**Supports** family support professionals through use of role play techniques for deflecting or de-escalating parent hostility and when to use them	**Coaches** family support professionals in developing a personal safety plan and practicing how to leave a home visit quickly.

Dimension 7 Quality improvement

Component A Policy and procedures

RECOGNIZE	APPLY	EXTEND
Understands the goals, values, and policies related to the organization	**Supports** family support professionals' understanding of how policies are used in practice and communicating the purpose and necessity for agency policies and procedures	**Engages** family support professionals in identifying opportunities for policy change

Component B Program evaluation

RECOGNIZE	APPLY	EXTEND
Understands all program evaluation efforts (e.g., needs assessment, qualitative and quantitative measures, record reviews [or review of documentation], data assessment, parent and staff surveys) to support program improvement	**Supports** family support professionals' implementation of a variety of evaluation and quality assurance mechanisms	**Engages** family support professionals in reflection of program evaluation and improvement efforts

DOMAIN 02

Component C Service quality

RECOGNIZE	APPLY	EXTEND
Demonstrates an understanding of the role of regular case staffing and meetings to address quality improvement	**Supports** family support professionals through use of program theory, logic models, and the Theory of Change, and uses this information to promote quality	**Coaches** family support professionals in developing new solutions in order to continuously improve services

Component D Data-informed decision making

RECOGNIZE	APPLY	EXTEND
Understands the importance of soliciting critical feedback from families regarding satisfaction with services and the need to collect service-level data for quality improvement	**Supports** family support professionals in analyzing assessment information to identify program strengths and weaknesses	**Coaches** family support professionals in using data to test and develop new strategies/solutions for improving systems and services

Relationship-Based Partnerships

Dimension 8 Respect and responsiveness

Component A Respect for diversity

RECOGNIZE	APPLY	EXTEND
Demonstrates understanding and respects the many forms of diversity represented by families served and family support professionals providing services	**Supports** family support professionals in reflection on their own reactions, biases, cultural norms, and cues with families and how family culture impacts their work	**Coaches** family support professionals to discuss and reflect with parents about their culturally preferred practices in child-rearing

Component B Relationship building

RECOGNIZE	APPLY	EXTEND
Understands how relationships are the key element of successful home visiting	**Supports** family support professionals in developing strategies in building rapport with families to develop a trusting and mutually respectful relationship	**Coaches** family support professionals on engaging families in meaningful decision-making that promotes the well- being of families they serve

Dimension 9 Positive communication

Component A Active listening

RECOGNIZE	APPLY	EXTEND
Understands common characteristics of active listening	**Supports** family support professionals by using active listening skills to gain understanding of staff and client perspectives	**Utilizes** active listening techniques with family support professionals to model and coach parallel process

Component B Effective inquiry

RECOGNIZE	APPLY	EXTEND
Understands various strategies for effectively eliciting information (asks open ended questions, uses non- judgmental approach, sees to understand parents' perspective, asks clarifying questions, etc.)	**Supports** family support professionals through use of reflective questioning on the impact of parent choices on child health and development	**Coaches** family support professionals in managing challenges and pitfalls that may develop when setting boundaries with families and promotes empowering parents as leaders in decision making and planning

DOMAIN 03

Dimension 10 Safe environments for young children

Component A Role of the family support professional

RECOGNIZE	APPLY	EXTEND
Understands and clarifies the role and responsibilities of the family support professional (Providing parenting education, facilitating parent child- interaction, connecting family to appropriate community resources, etc)	**Supports** family support professionals in developing mutual roles and expectations	**Coaches** family support professionals in developing parent leadership in decision making and planning

Component B Goal setting and attainment

RECOGNIZE	APPLY	EXTEND
Understands characteristics of a SMART goal, information that should be included in action planning steps, and goal attainment process and how the FSP-Parent relationship impacts goal planning	**Supports** family support professionals in developing and following through (in partnership with the family) with goals and action plans that are family driven, positive, behaviorally specific, attainable, and measurable	**Coaches** family support professionals in addressing and overcoming common challenges in goal setting and attainment

Dimension 11 Building community relationships

Component A Identification of community resources

RECOGNIZE	APPLY	EXTEND
Understands and knows how to access resources within the community that provide social, financial, health and other services to children and families	**Supports** family support professionals in understanding and obtaining resources for the basic necessities of living and other needed services fro community resources m	**Coaches** family support professionals to anticipate and promote families' competence and confidence in accessing formal and informal resources to meet their needs

Component B Collaboration with providers

RECOGNIZE	APPLY	EXTEND
Understands the role of engagement with other service providers in a timely manner, and maintains interagency and community connections to best meet the individual needs of the family	**Supports** family support professionals in pursuing functional relationships with other service providers	**Coaches** family support professionals to communicate and collaborate with other service providers to ensure that the home visiting curriculum is being reinforced and that the family support professional is confident supporting the strategies, goals, and objects of the other service providers

DOMAIN 03

Dimension 12 Collaboration

Component A Referral process

RECOGNIZE	APPLY	EXTEND
Understands the elements of an effective referral and identifies duplications of service	**Supports** family support professionals in coordinating the variety of services a family may need in response to the presence of one or more risk factors	**Engages** family support professionals in reflecting on families' linkages to services and encourages consultation with the family to determine if the services are meeting their needs

Component B Transition

RECOGNIZE	APPLY	EXTEND
Understands the need for eventual withdrawal of program involvement	**Supports** family support professionals in reflecting on the potential emotional impact on families and family support professionals as families' transition to other care and/or out of the home visiting program	**Engages** family support professionals in reflecting on their transition plans that address short-term and long-term strategies for successfully transitioning out of home visiting

DOMAIN 04

Cultural and Linguistic Responsiveness

Dimension 13 Cultural competency

Component A Cultural identity

RECOGNIZE	APPLY	EXTEND
Understands "culture" including both explicit (e.g. food, language) and implicit (e.g. spiritual beliefs, educational values, child-rearing beliefs) variables	**Supports** family support professionals' understanding of how culture shapes values, beliefs, and behaviors and impacts child development and family systems throughout the life course	**Coaches** family support professionals to reflect on culturally preferred practices used in child-rearing and family situations and supports the integration of these practices into services

Component B Knowledge of culture

RECOGNIZE	APPLY	EXTEND
Understands the process of acculturation	**Supports** family support professionals in using active listening in order to recognize and acknowledge the family's definition of its culture/cultural affiliation and values	**Coaches** family support professionals to actively seek new knowledge regarding diversity in cultural beliefs and practices ongoing cultural humility processes

Dimension 14 Cultural humility

Component A Self-awareness

RECOGNIZE	APPLY	EXTEND
Understands personal cultural identity and how this can increase awareness of assumptions, values, beliefs, stereotypes, and biases	**Supports** family support professionals in examining how knowledge, fears, and "isms" (e.g. racism, sexism, ethnocentrism, heterosexism, homophobia, ageism, ableism, classism) influence attitudes, beliefs, and feelings	**Engages** family support professionals to reflect on the ways in which membership in various social groups influences worldview and contributes to personal patterns of privileged behavior or internalized oppression

Component B Power imbalances

RECOGNIZE	APPLY	EXTEND
Understands how families' ability and willingness to access services are impacted by systemic barriers, such as limited resources, availability of services in their first language, lack of cultural responsiveness, immigration status, and program policies	**Supports** family support professionals in understanding how racial and ethnic inequities in healthcare, education, housing, employment, law enforcement, and other systems may marginalize and traumatize families across generations, generate chronic stress and disease, and create trauma that further limits access to needed resources	**Coaches** family support professionals in identifying quality, equity-based resources that meet families' language and cultural needs

Component C Systemic advocacy

RECOGNIZE	APPLY	EXTEND
Understands that there are people or groups with power within the community who have the ability to make decisions or changes	**Supports** family support professionals in raising public awareness and consciousness about issues needing change	**Coaches** family support professionals on forming partnerships within the community for the mutual sharing of information and action plans and models this by developing partnerships as well

Dimension 15 Linguistic responsiveness

Component A Diversity and inclusion

RECOGNIZE	APPLY	EXTEND
Understands diversity across cultural groups, including limited English proficiency, low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with physical and/or intellectual disabilities	**Supports** family support professionals in selecting appropriate descriptive and graphic representations (pictures, symbol formats) and jargon-free, easy-to-read, understandable material	**Coaches** family support professionals to reflect on opportunities to ensure access to appropriate, easy-to read, understandable, and jargon free materials across the program, organization, and throughout the community

Component B Home language

RECOGNIZE	APPLY	EXTEND
Understands language as an aspect of the social identity of a person	**Supports** family support professionals in providing and advocating for written and oral information, referrals, and services in the family's preferred language	**Coaches** family support professional to develop a plan to support preservation of home language and that helps children navigate the language transition between home and school

DOMAIN 04

Component C Cross-cultural communication

RECOGNIZE	APPLY	EXTEND
Understands aspects of both verbal and non-verbal communication	**Supports** family support professionals in developing cultural sensitivity through body language, facial expressions, and verbal responses	**Engages** family support professionals in improving their own ability to speak, read, write, and understand the languages and dialects of clients without attempting to engage in dialogue beyond personal skill level

DOMAIN 05

Effective Work Environment

Dimension 16 Strength based, reflective supervision

Component A Reflective practice

RECOGNIZE	APPLY	EXTEND
Understands the concepts of reflective supervision and explains the importance	**Supports** family support professionals providing regular opportunities for case staffings and engages staff in self- reflection	**Coaches** family support professionals through strengths-based reflective practice and makes connections to the parallel process with families

Component B Service planning

RECOGNIZE	APPLY	EXTEND
Understands how individualized service plans impact attainment of goals	**Supports** family support professionals' development of service plans that take into account each child's and family's unique needs, desires, history, lifestyle, concerns, strengths, resources, and priorities	**Utilizes** reflection supervision with family support professionals to develop individual service plans with input from the family and facilitates resources and conversations to assist families in achieving individual goals

Component C Values, principles, and standards

RECOGNIZE	APPLY	EXTEND
Understands and articulates the values, principles, and standards of family support practice and service culture that are family-centered, strengths- based, and solution-fo-cused	**Supports** family support professional in identifying gaps in understanding of values, principles, and standards of family support practice	**Coaches** family support professionals on values, principles, and standards of practice and service culture that are family- centered, strengths-based, and solution- focused

Component D Cultural competency and adaptability

RECOGNIZE	APPLY	EXTEND
Understands assumptions, values, beliefs, stereotypes, and biases and adapts supervision techniques to be culturally and developmentally appropriate to family support professionals	**Supports** family support professionals in examining how knowledge, fears, and "isms" (e.g. racism, sexism, ethnocentrism, heterosexism, homophobia, ageism, ableism, classism) influence attitudes, beliefs, and feelings	**Coaches** family support professionals to reflect on the ways in which membership in various social groups influences worldview and contributes to personal patterns of privileged behavior or internalized oppression

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DOMAIN 05

Dimension 17 Crisis management

Component A Home Visit Safety

RECOGNIZE	APPLY	EXTEND
Understands possible safety concerns in home visitation	**Supports** family support professionals in identifying possible safety concerns in home visitation	**Recognizing** safety concerns and provides resources and education to minimize safety concerns and risks on home visits

Component B Responsiveness and conflict resolution

RECOGNIZE	APPLY	EXTEND
Understands potential risks and stressors that may contribute to interpersonal conflict	**Ensures** responsiveness to family support professionals by anticipating conflict and using appropriate conflict resolution skills	**Reflects** on interactions with and between family support professionals and seeks opportunities to improve interactions

Dimension 18 Staff Development

Component A Orientation

RECOGNIZE	APPLY	EXTEND
Understands and provides comprehensive orientation to new staff, formats for delivery, scheduling, tasks, techniques, staff development, criteria and process for evaluation of staff	**Supports** family support professionals by providing guidance and feedback to novice staff to ensure understanding and identify knowledge gaps	**Coaches** family support professionals through ongoing reflection and support to ensure understanding of orientation materials, programmatic updates, and to address challenges

Component B Evaluation of staff performance

RECOGNIZE	APPLY	EXTEND
Understands the program or agency's criteria and process for evaluation of staff	**Supports** family support professionals through preparation of and implementation of the program or agency's process for evaluation of staff	**Engages** family support professionals in regular and frequent performance evaluations and provides coaching based on the individual results

Component C Recognizes accomplishments

RECOGNIZE	APPLY	EXTEND
Understands expectations and examples of accomplishments for staff	**Supports** family support professionals by providing recognition to staff that are exceeding expectations and accomplishing goals	**Coaches** family support professionals with a strengths-based approach, recognizing staff accomplishments and promoting a culture of excellence to build a supportive community that is rewarding and encouraging

Component D Staff recruitment and development

RECOGNIZE	APPLY	EXTEND
Understands the need to recruit and retain qualified, diverse, and culturally competent staff and identifies staff training needs	**Supports** each staff member in developing skills within the family support profession, particularly when new knowledge and skills are required (such as when newly hired; there is a change in job responsibilities, policies or procedures; or there is a need to strengthen performance)	**Engages** staff participation and development of an individual professional development record and plan, while promoting integration of training into practice to ensure transfer of learning

Dimension 19 Coaching and mentoring

Component A Teambuilding

RECOGNIZE	APPLY	EXTEND
Understands the importance of positive interpersonal relationships between staff and identifies strategies to build relationships	**Supports** family support professionals by modeling and developing positive attitudes and interactions with staff by responding with genuine warmth, interest, positive regard, and sensitivity	**Encourages** trust, openness, and responsiveness while actively participating and working cooperatively with interagency teams, planning committees, and ongoing work groups

Component B Peer support

RECOGNIZE	APPLY	EXTEND
Demonstrates an understanding of situations that require peer to peer support	**Supports** family support professionals to utilize peer support when appropriate	**Coaches** family support professionals to empower and encourage others (peers, supervisees, etc) to examine their own thoughts, feelings, and experiences during decision making

Component C Empathy and compassion

RECOGNIZE	APPLY	EXTEND
Understands empathy, compassion, and the importance of using both to build relationships	**Supports** family support professionals by modeling empathy and compassion and encouraging self-reflection	**Demonstrates** empathy and compassion, ensuring supervisee can explore ideas, reflect about cases, and grow (parallel process)

DOMAIN 06

Leadership

Dimension 20 Professional development

Component A Continuous learning

RECOGNIZE	APPLY	EXTEND
Understands specific areas for additional growth and development	**Supports** family support professionals by modeling ongoing learning (attends training, elicits feedback, and/or seeks out other opportunities for ongoing learning and development	**Coaches** family support professionals to utilize training and research resources to create a professional and personal development plan that includes goals, timelines, and accountability check

Component B Current research

RECOGNIZE	APPLY	EXTEND
Understands the importance of using research that is culturally sensitive, relationship-focused and policy promoting and stays current on evidence-based family support practice and clinical issues affecting client families	**Supports** family support professionals in having access to the most current research in the field by joining professional organizations and applying research findings to promote child development and family support practice	**Coaches** family support professionals to seek and utilize information from research that reflects evidence-based practice and cultural competence in home visitation

Component C Openness to new possibilities

RECOGNIZE	APPLY	EXTEND
Understands the importance of keeping up to date on current and future trends and remains open and curious to new possibilities in family support practice	**Supports** family support professionals in identifying opportunities and needs for program improvements, expanded services, and new services based on current and future trends for family support	**Engages** family support professionals in a way that creates a culture of curiosity and openness and encourages staff to try new strategies, utilize research, and contribute to policy building

Component D Motivation and talent development

RECOGNIZE	APPLY	EXTEND
Understands and recognizes personal commitment to family support programming and shows respect for individual values and differences	**Supports** family support professionals in reflection on their skills, abilities, and talents	**Coaches** family support professionals to improve home visiting skills in order become highly effective, positive, and culturally sensitive

DOMAIN 06

Dimension 21 Advocacy

Component A Empowerment

RECOGNIZE	APPLY	EXTEND
Understands situations in which a family or family support professional might seek assistance to assert a right or entitlement	**Supports** family support professionals in evaluating the results of advocacy and in celebrating small wins in their work with families	**Engages** family support professionals in becoming advocates for themselves and their families

Component B Service barriers

RECOGNIZE	APPLY	EXTEND
Understands barriers to implementing services and gaps in available services	**Supports** family support professionals by working collaboratively within the community to improve and increase service availability	**Coaches** family support professionals to engage in efforts on a local, state, and/or national level to promote the importance of home visiting and working toward increased resource accessibility and diminishing barriers to access for families

Dimension 22 Administration

Component A Organizational Knowledge

RECOGNIZE	APPLY	EXTEND
Understands the organization's mission and identifies program priority areas that need additional support or development	**Ensures** program adherence to policies and procedures to support the organization's mission and program priority areas	**Reflects** on ways to improve program quality and seeks opportunities to enhance program priority areas that align with the organization's mission

Component B Building support

RECOGNIZE	APPLY	EXTEND
Understands the benefits of family support programming	**Ensures** continued support of program by articulating the benefits of family support programming to families and the general public	**Reflects** on public awareness and seeks opportunities to ensure families, community agencies, and the general public are informed of available services and understand the importance of early childhood interventions through various methods, including media exposure

DOMAIN 06

Component C Planning and organizing

RECOGNIZE	APPLY	EXTEND
Understands, creates a sequence for, and prioritizes tasks necessary to perform role and achieve program goals	**Ensures** effective systems for tracking progress and establishes a consistent plan to follow-up on program outcomes and goals	**Reflects** on all available information to guide decision making and generate solutions and new program activities; consistently seeks opportunities to enhance program outcomes

Component D Financial accountability

RECOGNIZE	APPLY	EXTEND
Understands the program's financial accountability and viability	**Ensures** program's financial account-ability and transparency to funders, boards, and the public	**Reflects** on stewardship of program budget and financial accountability and assists in exploring and identifying potential funding opportunities as appropriate to ensure program sustainability

Glossary of Terms

A

Acculturation: The process by which a human being acquires the culture of a particular society from infancy. *Source: www.merriam-webster.com/dictionary/acculturation*

Assessment: Is a more in-depth evaluation that confirms the presence of a problem, determines its severity, and specifies treatment options for addressing the problem. It also surveys client strengths and resources for addressing life problems.

B

Boundary Violations: Boundary crossings have been defined as bending the ethical code of conduct, whereas boundary violations are breaking the ethical code of conduct. They are not inherently unethical, but they could be. *Source: www.socialworktoday.com/archive/012610p18.shtml*

C

Compassion Fatigue: Also called vicarious traumatization or secondary traumatization. Compassion fatigue is the emotional residue or strain of exposure to working with those suffering from the consequences of traumatic events. It differs from burnout, but can co-exist. Compassion Fatigue can occur from exposure to one case or can be due to a "cumulative" level of trauma. *Source: www.stress.org/military/for-practitionersleaders/compassion-fatigue*

Competency Framework: A competency model is a framework for defining the skill and knowledge requirements of a job. It is a collection of competencies that jointly define successful job performance. *Source: https://trainingindustry.com/wiki/competency-model*

Culture: The learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It includes but is not limited to: thoughts, beliefs, languages, values, customs, practices, courtesies, rituals, communication roles, relationships, expected behaviors. *Source: National Center for Cultural Competence.*

Cultural Competency: Congruent behaviors, attitudes and policies that come together in a system, agency or among professionals that enables effective work in cross- cultural situations. *Source: DHHS/OMH*

D

De-escalating: To decrease in extent, volume, or scope. *Source: www.merriam-webster.com/dictionary/de-escalate*

F

Family Support Administrator: A Family Support Administrator is responsible for contract monitoring, quality assurance, reporting to the funder(s) and budget management. In smaller organizations, this function may be shared with supervision. In larger organizations with multiple funding streams, this function may be shared amongst multiple people. The Family Support Administrator does not provide supervision of the direct service professionals unless they are in turn providing supervision. The Family Support Administrator may have a different job title but the role and responsibilities should be similar to this description.

Family Support Program: By electing to participate in local home visiting programs, families receive help from health, social service, and child development professionals. Through regular, planned home visits, parents learn how to improve their family's health and provide better opportunities for their children. Home visits may include:

- supporting preventive health and prenatal practices

- assisting mothers on how best to breastfeed and care for their babies

- helping parents understand child development milestones and behaviors,

- promoting parents' use of praise and other positive parenting techniques, and

- working with mothers to set goals for the future, continue their education, and find employment and child care solutions.

Source: https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview

Family Support Professional: The role of the Family Support Professional (FSP) also referred to as a Direct Service Professional, is to provide early childhood family support services directly to enrolled families in their homes. Please also refer to the definition of a Family Support Program. A Family Support Professional may be called home visitor, parent educator, family support worker, nurse, nurse educator and other terms. They may work in the Parents as Teachers model, Early Head Start model, Healthy Families America and Nurse Family Partnership besides many other models. Dependent upon model requirements, a FSP may have a caseload of 12 or up to 25 families at any given time.

Family Support Supervisor: The role of a Family Support Supervisor is to provide day-to-day management and oversight to a team of Family Support Professionals that provide direct family support services to enrolled families. A Family Support Supervisor typically supervises between 3 and 10 Family Support Professionals. Supervisors are responsible for planning, coordinating, and monitoring the caseload, benchmarks, case files and relationship management of their assigned Family Support Professionals. Family Support Supervisors provide reflective supervision to their direct Family Support Professionals. As needed, the Family Support Supervisors provide consultation and coaching to the Family Support Professionals who are managing the various needs of enrolled parents and children. The Family Support Supervisor role may include the Family Support Administrator role dependent upon the size of the employing organization.

Formal Supports: Are typically individuals from organizations or agencies that provide help or a service to the family (e.g., early intervention provider, physician, social service case manager). Information about a family's informal and formal supports is often gathered during first contact. *Source: https://www.cpeip.fsu.edu/earlysteps/testtoolkit/test/identify-supports.html*

H

Home Visiting Program: See definition for Family Support.

I

Informal Supports: Informal supports are people who are part of the family's personal social network. They might be related to the family (e.g., maternal grandmother, sister) or they might be a friend, a neighbor, a colleague from work, or members of a faith-based community. *Source: www.cpeip.fsu.edu/earlysteps/testtoolkit/test/identify-supports.html*

P

Parent/Parents: A person or multiple people that are providing parenting supports to children. Parents are not defined by a biological relationship with the child nor are they defined by gender. The term parent/parents is used throughout this document.

R

Reflective Supervision: Supervision that exists to provide a respectful, understanding and thoughtful atmosphere where exchanges of information, thoughts, and feelings about the things that arise around one's work can occur. The focus is on the families involved and on the experience of the supervisee. *Source: www.zerotothree.org/resources/series/reflective-practice-and-program-development*

S

Self-reflection: Careful thought about your own behavior and beliefs. *Source: www.merriam-webster.com/dictionary/self-reflection*

SMART goal: A S.M.A.R.T. goal is defined as one that is specific, measurable, achievable, results-focused, and time-bound. *Source: www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf*

Strengths-Based Approach: When using this approach, you are helping to identify positive resources and strengths within the individual and at the same time using those positive attributes to help resolve their issues and problems. *Source: /www.mentalhealth4kids.ca/healthlibrary_docs/PrinciplesOfStrength-BasedPractice.pdf*

T

Toxic Stress: Strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into adulthood. *Source: www.mentalhealthamerica.net/ sites/default/files/Impact%20of%20Toxic%20Stress%20 on%20Individuals%20and%20Communities- A%20Re- view%20of%20the%20Literature.pdf*

Trauma-Informed Approach: How a program, agency, organization or community thinks about or responds to those who have experienced or may be at risk for experiencing trauma. A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery, recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system, responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization. *Source: www. samhsa.gov/nctic/trauma-interventions*

Teratogen: a drug or other substance capable of interfering with the development of a fetus, causing birth defects

Toxic stress: can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship— without adequate adult support

Trauma: an experience that causes psychological injury or pain.

References

Home Visiting provides a historical timeline of home visiting starting in the 1500s.

Early Childhood Research & Practice; Volume 2, Number 1 Article titled "Home-Community Visits during an Era of Reform (1870-1920)"

A Brief History of Home Visiting in the U.S. by Karen Moran Finello, PhD, for the California Center for Infant-Family and Early Childhood Mental Health

The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program

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