

Individual Development Functional Assessment

Assessing your present training strengths and needs means looking at them in three areas. The assessment is divided into the following three categories: Learning, Working, and Mentoring. Learning goes from 1 to 3 on the scale. Learning includes being introduced to the skill or tool, practicing a skill or tool on co-workers, friends, and neighbors, then feeling confident enough to utilize the skills and tools with families. Working covers the scale from 5 to 7 and includes trying the tool with families, feeling confident about using a tool with families, being able to and knowing when it is appropriate to utilize a tool or skill with a family, and being able to use a tool or skill with complete confidence when it is best practice to do so. Mentoring is 10 on the scale. Mentoring is achieved when one has reached not only the level of expertise with tools and/or skills, but also when one has the confidence and ability to mentor that tool and/or skill to co-workers.

Mark on the Scale where you are in regards to learning, working, or mentoring the following engaging skills and tools.

Engaging
 Building Trusting Relationships: Empathy, Respect, Genuineness
 Working Agreement
 Feedback Cycle
 Practice Model Principles
 Exploring, focusing, directing
 Mentoring, Coaching, and Modeling
 Reframing
 Cycle of Need

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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Mark on the Scale where you are in regards to learning, working, or mentoring the following functional assessment skills and tools.

- Assessment
- Self-assessment
- Johari's Window
- Functional Assessment Field Guide
- Timeline and River of Culture

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| Assessment | | | | | | | | | | |
| Self-assessment | | | | | | | | | | |
| Johari's Window | | | | | | | | | | |
| Functional Assessment Field Guide | | | | | | | | | | |
| Timeline and River of Culture | | | | | | | | | | |

Mark on the Scale where you are in regards to learning, working, or mentoring the following planning skills and tools.

- Planning: Child and Family Plan
- Family Development Plan
- Safety Plan
- Crisis Plan
- Transition Plan
- Reading a Psychological
- 168-Hour Plan
- Concurrent Planning
- Creating the Plan in the team meeting
- Long-term View
- Successful Transitions and Planning Guidelines
- Transfer Activities

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| Planning: Child and Family Plan | | | | | | | | | | |
| Family Development Plan | | | | | | | | | | |
| Safety Plan | | | | | | | | | | |
| Crisis Plan | | | | | | | | | | |
| Transition Plan | | | | | | | | | | |
| Reading a Psychological | | | | | | | | | | |
| 168-Hour Plan | | | | | | | | | | |
| Concurrent Planning | | | | | | | | | | |
| Creating the Plan in the team meeting | | | | | | | | | | |
| Long-term View | | | | | | | | | | |
| Successful Transitions and Planning Guidelines | | | | | | | | | | |
| Transfer Activities | | | | | | | | | | |

Mark on the Scale where you are in regards to learning, working, or mentoring the following intervention skills and tools.

- Interventions
- Social Worker Roles—Facilitator/Advocate and Coach/counselor
- Positive Interaction Cycle
- Using Visits to promote permanency, stability, and well-being
- Resolving Grief and Loss
- Parenting Issues and Needs
- Creating and Crafting Services to meet Family Needs
- Tracking Plans
- Adapting Plans
- Graduation

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| Creating and Crafting Services to meet Family Needs | | | | | | | | | | |
| Tracking Plans | | | | | | | | | | |
| Adapting Plans | | | | | | | | | | |
| Graduation | | | | | | | | | | |

Mark on the Scale where you are in regards to learning, working, or mentoring the following Targeted Case Management.

- Targeted Case Management Casework
- Targeted Case Management Documentation

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| Targeted Case Management Casework | | | | | | | | | | |
| Targeted Case Management Documentation | | | | | | | | | | |