



# Stepping Stones to Specialist Success

MY NAME \_\_\_\_\_

DATE / /

	EXPERT	ADVANCED	INTERMEDIATE	BASIC
<b>Relationship Skills</b>				
	Helps families feel welcome by consistently showing them unconditional positive regard			Interactions are compliance-focused and/or deficit based
	Creates a safe, supportive environment and relationships built on trust			Primarily focuses on completing tasks first, rather than responding to family needs
<b>Builds Trust</b>	Actively listens to identify the family's needs			Commonly asks questions that generate limited insight, reflection, or dialogue
	Responds promptly to family's requests and follows through on commitments			Delays responding to families until supervisor or coworkers give direction
	Uses a trauma-informed approach when serving families			Unaware of their approach in working with families, potentially increasing stress or trauma
<b>Nonjudgmental</b>	Aware of biases and how they might influence their work with families			Unaware of personal biases and/or biases influence judgements about family's goals and/or abilities
<b>Family Engagement</b>				
	Facilitates a process to help families identify their needs and potential solutions			Directive interaction primarily centered on delivering information and telling families what they need
<b>Family-centered</b>	Consistently engages families in home visiting activities that improve their economic and life circumstances			Communicates with families sporadically
	Specialists support families in identifying meaningful work, education, and parenting goals			Sets goals without family input and/or goals are broad or misaligned with family's expressed needs
<b>Goal-directed</b>	Helps families develop plans by breaking goals into small, achievable steps			Develops vague, open-ended action plans without smaller steps aligned with family's expressed needs
	Asks families to reflect on goal progress, modifies goals when needed			Limited or no follow up with goal progress or rigidity with modifying goals
<b>Self-empowering</b>	Coaches families on how to advocate for themselves			Difficulty modeling advocacy behavior
	Detects and addresses ambivalence about change			Difficulty detecting and/or avoidance addressing ambivalence about change
<b>Managing the Job</b>				
	Maintains thorough, accurate, and timely documentation in family case files			Family files contain errors or lack detail
<b>Organization</b>	Prepares for family visits to ensure they are responsive to families' needs and impactful			Attends family visits without a plan, revisiting previously identified needs
<b>Program Knowledge</b>	Understands and appropriately applies program processes, rules, and policies			Misunderstands and/or misapplies program processes, rules, and regulations
<b>Resourcefulness</b>	Partners with providers to connect families to the resources they need			Unable to inform and/or connect families with resources and/or ineffectively partners with providers
<b>Self-Development</b>				
<b>Self-care</b>	Effectively manages time and workload while maintaining a healthy work-life balance			Derives secondary stress and trauma from family interactions and workload consistently interferes with specialist well-being
	Sets clear and consistent boundaries with colleagues and families			Boundaries with colleagues and families are inconsistent, and/or unclear, or unprofessional
<b>Professional Growth</b>	Consistently improves knowledge, skills, or abilities relevant to their career path			Limited or no focused effort on improving knowledge, skills, or abilities relevant to job and career path
	Develops and maintains positive working relationships with co-workers, supervisors, families, and community partners			Asks questions, but collaborates minimally, often working in a silo
	Embraces a diversity, equity, and inclusion (DEI) mindset and practices when working with colleagues and families			Resists participating in DEI activities/training and ignores or dismisses its impact on families