The Family Journey Assessment (FJA): Tracking the Impact of Family Support

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Acknowledgements

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  • Bruno Anthony

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• Website
  • http://gucchdtacenter.georgetown.edu/Activities/FamilyJourneyAssessment
Today you will learn about...

• How we created the FJA
• Recent data analysis from Michigan
• Parent Support Partner (PSP) feedback on the FJA regarding:
  – Understandability
  – Ease of response
  – Relevance to the family journey
• Future directions and implications

Background

• The Family-to-Family (F2F) support field has lacked evidence based measures for:
  – Continuous quality improvement (CQI)
  – Accountability for funders
  – Integration with other services
• PSPs at the Montgomery County Federation of Families wanted a way to track their work
Rationale: Why the FJA?

• Created by and for PSPs

• Benefits:
  – PSPs
  – F2F organizations
  – Researchers

• Primary goal:
  – To effectively and accurately measure family members’ progress towards self-advocacy and self-efficacy through the acquisition of skills, knowledge, and a network of support

Development

• Iterative, collaborative process to create 36 items in 6 relevant areas:
  – Self-Knowledge
  – Family Well-Being
  – Information Seeking
  – Collaboration
  – Using Knowledge
  – Coping Skills
Administration

- Scored on a 4-point scale based on level of need
- Administered with caregiver’s input at:
  - Baseline
  - 3-month intervals
  - Close of service

Data Collection

- Collaboration with the Michigan Association for Children’s Mental Health (ACMH) since 2011
- 24 PSPs were trained to administer the FJA
  - Scored and discussed live or video demonstration
  - Role-play and feedback
- 482 FJAs have been completed over two years
Factor Analysis

Self-Knowledge
Family Well-Being
Information Seeking
Collaboration
Using Knowledge
Coping Skills

Recognition
Community Collaboration
Activation

Results: Caregiver Demographics
(n=281)

Relationship to Child/Youth

- Mother: 76%
- Father: 6%
- Grandparent: 6%
- Stepparent: 6%
- Foster Parent: 3%
- Other Relative: 2%
- Other: 1%

Education Level

- <High School: 29%
- Some HS: 4%
- HS Degree: 40%
- Some College: 13%
- College Degree: 14%
- Post-Graduate Degree: 0%
Results: Caregiver Demographics (n=281)

Race/Ethnicity
- White: 66%
- African American: 5%
- Hispanic/Latino(a): 3%
- Native American: 0%
- Asian/Pacific Islander: 2%
- Mixed: 0%

Referral Source
- Mental Health: 84%
- Child Welfare: 2%
- Juvenile Justice: 1%
- Education: 0%
- Self-Referral: 0%
- SED Waivers: 2%

Results: Child Demographics (n=281)

Gender
- Male: 33%
- Female: 67%

Grade Level
- <1st Grade: 22%
- 1st-3rd: 13%
- 4th-6th: 20%
- 7th-9th: 11%
- 10th-12th: 34%
Results: Progress Over Time

<table>
<thead>
<tr>
<th>Mean FJA Score</th>
<th>Baseline (n=281)</th>
<th>3 Months (n=77)</th>
<th>6 Months (n=30)</th>
<th>Close of Service (n=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowered (4)</td>
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<tr>
<td>Supportive (3)</td>
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<tr>
<td>Moderate (2)</td>
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PSP Feedback (n=14)

- Surveyed PSPs after 6 months of use
- 5 point rating scales for each item to assess:

<table>
<thead>
<tr>
<th>Understandability</th>
<th>Ease of Response</th>
<th>Relevance to the Family Journey</th>
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<tbody>
<tr>
<td>3.50</td>
<td>2.93</td>
<td>3.57</td>
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<tr>
<td>4.21</td>
<td>3.92</td>
<td>4.29</td>
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PSP Feedback cont’d.

• Highest rated items:
  – 3. Recognizes the child’s needs
  – 7. Recognizes own strengths
  – 8. Recognizes the child’s strengths

• Lower rated items:
  – 1. Communicates needs related to culture, language, learning, and thinking styles in order to progress
  – 20. Demonstrates an understanding of others’ perspectives and the constraints of their situations

Implications and Future Directions

• Develop online training modules for greater reach
Questions?

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