

Functional Family Probation Global Rating Measure FFP-GRM

Rater Name: _____

Probation Supervisor FFP Consultant Other Other

PO Being Rated: _____

Date: _____

Region: _____

Instructions: Please rate the Probation Officer once each rating period. Your rating should be GLOBAL based on observation of the PO across multiple data points including: FFP staffing, co-visits, FFP session notes, and any individual consultation. Please use the following scoring criteria when making your rating:

Not Well (0-25%) indicates few, if any FFP skill(s) observed and/or little or no attempts to use FFP skill(s); FFP model focus not present; individual vs. relational focus; overt judgments made by PO of family/youth; PO remains problem focused.

Fairly Well (26-50%) indicates FFP skill(s) observed part of the time (less than half); attempts to utilize a variety of FFP skill(s) are limited; model focus not consistent during FFP session and/or discussion.

Well (51-75%) indicates FFP skill(s) observed/utilized more than half of the time; PO uses a variety of FFP skill(s); FFP skill(s) used are appropriate for situation and discussion; FFP skill(s) are complete (e.g. Reframe includes acknowledgement, noble and/or misguided intent); consistent decisions made are based on FFP model; PO maintains a relational and strength based approach.

Very Well (76-100%) indicates PO is adept and proficient in use of FFP skill(s), variety of skill(s) employed, significant model focus present, little or no individual focus observed, little or no judgments of family/youth observed; PO is appropriately hopeful and positive, relational focus is consistent, even in the face of difficult discussion(s).

Please place a check in the box that best describes the PO skills.

NOT WELL	FAIRLY WELL	WELL	VERY WELL
▼	▼	▼	▼

Engagement and Motivation Phase Skills

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. How well are they able to reduce blaming and negativity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do they create a balanced alliance with all family members? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are they successful at changing the focus to "something between people"? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do they use 'change focus' techniques such as relational statements, strength based statements, interrupting and/or diverting, point processing, and sequencing? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do they use 'change meaning' techniques such as reframes, theme hints and themes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do they respond relationally rather than diagnostically labeling the family? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do they create hopefulness by focusing on how all members of the family can work together to successfully complete Probation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. As available, do they bring family members into meetings? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do they create service plans that match to the family? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please place a check in the box that best describes the PO skills.

NOT WELL	FAIRLY WELL	WELL	VERY WELL
▼	▼	▼	▼

Support and Monitor Phase Skills

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Do they implement a FAMILY based service plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Do they maintain family involvement throughout the Support and Monitor phase? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do they work to eliminate barriers to services? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do they support skills learned in residence in a family focused way? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Do they monitor the services in which the family is involved? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Generalization and Positive Termination Phase Skills

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. Do they focus on relapse prevention to maintain changes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Do they generalize changes to new situations faced by the family? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Do they incorporate community resources that might support the changes already made by the family? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Do they provide support by maintaining continuity with change plans rather than introducing new solutions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

General FFP Skills

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. Do they deliver the three FFP phases in the appropriate order? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Are they flexible in providing services in a way that meets the family's schedule? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Do they utilize the FFP model principles as their primary source of decision making? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Do they understand relational functions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Do they effectively apply their understanding of relational functions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Do they communicate about the adolescent in a relational/family focused way throughout all Probation phases? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Do they maintain a balanced alliance with all family members throughout all phases? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Do they work with the family relentlessly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Do they apply suggestions and feedback? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Do they demonstrate consistent therapeutic focus as evidenced by appearing: | | | | |
| a. Non-judgmental | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Non-blaming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Do they demonstrate general relational/counseling skills such as: | | | | |
| a. Humor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Acceptance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Sensitivity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Warmth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Do they consistently adhere to the FFP model in overall practice? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |