



### **Family Success Center (FSC) Essential Functions Observation Tool (EFOT)**

The purpose of the FSC EFOT is to assess the quality and consistency with which FSC staff are implementing the FSC practice profile model. The FSC EFOT is based on the FSC Essential Functions and observable behaviors outlined and described in the FSC Practice Profile. FSC directors are to use the tool to evaluate staff competencies in the FSC Essential Functions through direct observation. The tool highlights areas for FSC directors to focus their coaching to help improve staff knowledge, skills and competencies.

Fidelity to the model is essential to ensure the FSC model is being implemented as intended, with the goal of producing positive program outcomes.

Fidelity can be measured in many ways:

- Through data collection and reporting to assess whether service activities are being delivered as outlined.
- Through use of fidelity tools (i.e., EFOT, satisfaction surveys, monthly reports) to measure the quality-of-service activities being delivered to ensure best practices are being followed.

**Who:** All FSC staff members who've completed the FSC Practice Profile Training session.

**What:** FSC Directors will observe the staff while they are performing the Essential Functions. *It is recommended the training is broken up into a series of sessions to allow time for the staff to practice and the directors to observe staff. For example, offering the training in 2 sessions.*

**Where:** The FSC staff members are to be observed in a variety of settings either at FSC or an outside collaboration meeting.

#### **Implementation Frequency:**

- **First year** - 2 observation cycles, every 6 months.
  - At the end of year 1, all 8 FSC Essential Functions should have been observed and show a level of "mastered" or "demonstrates mastery" for each. This would mean a FSC staff member would have a total of 16 FSC Essential Function Observation Tool completed.
  - FSC directors should reobserve any Essential Functions that are deemed "more development needed" in the first observation. Reobservations are to be completed before the second observation cycle of the year. As a result, the FSC staff member would have more than the required 2 sets (or more than 16) observation forms in their file.

- Essential Functions deemed “in development” during the first observation do not need to be reobserved and could receive ongoing coaching from FSC director.

- **Second year (and beyond)**- 1 observation cycle annually (i.e., at annual performance reviews).

- FSC Directors should reobserve Essential Functions that are deemed “more development needed”. FSC directors should reobserve within 60 days.

**Pre-Observation:** FSC directors are expected to train all FSC staff in the FSC Practice Profile. It is recommended the Practice Profile training is split into multiple sessions, so that the information can be easily digested and allows time for the FSC staff to comprehend and practice. This will also give time for the director to observe the staff with these functions and offer feedback.

**Observation:**

- FSC director will use the tool to assess the FSC Essential Functions.

- FSC director will observe staff during an FSC activity or activities to assess the FSC essential functions using the tool.

*(i.e., a staff member is being observed while facilitating a community advisory board meeting- The FSC Director will complete the tool for applicable Essential Functions, such as Active Listening and Coordination or Engagement. The FSC Director will then observe staff meeting with a family, for example, to complete the tool other applicable Essential Functions, such as Advocacy and Skill Building. The FSC Director will continue observing the staff member activities to complete all Essential Functions .)*

- The activities listed on the FSC EFOT are a few suggested activities where the FSC could observe staff practicing the Essential Functions; not all **activities** have to be observed.

Additionally, if all activities are not listed, please use “**Other**” section to describe activity that’s being observed. It is the FSC Director’s discretion decide on the appropriate activity to observe a specific Essential Function.

- Identify and indicate to staff the timeframe they will be observed and let them know that you will be randomly observing their interaction at the center or in the community to gauge their knowledge and understanding of the Essential Functions.

- All families that participate in any FSC activity during the observation must be made aware of the observation and the reason for the observation.

- After observation period the FSC directors must provide 1:1 time with staff to review the results of the observation and to provide feedback and continued coaching on the FSC Practice Profile.

**Post Observation:** FSC Directors are expected to provide ongoing coaching and supervision to their staff on the FSC Practice Profile model.

**Supporting FSC Staff Members with Reobservation:** If a staff member has an observed Essential Function deemed “*more development needed*”, the FSC director will provide the following to help support the staff member with reaching a mastery level.

1. Continue to provide 1:1 coaching/supervision; 1:1 sessions should include discussions that debrief on the observed Essential Function and next steps for when the staff member will be re-observed.

2. Allow FSC staff member to shadow the director or a colleague that has mastered the Essential Function and practice implementing the Essential Function properly.
3. After completing steps 1 and 2, the FSC Director should schedule a time to reobserve the staff member/the Essential Function.

**4. Challenges Meeting “Skill Demonstrated”:**

- 3 or more development needed observation= Re-train staff member on the FSC Practice Profile Essential Function.
- 3 or more development needed observations on 3 or more Essential Functions= Re-train on all 8 Essential Functions.

**Definitions for Rating Criteria:**

***Skill Demonstrated (3)***

The staff member demonstrates skill at a level that demonstrates s/he effectively and comfortably performs skill in most cases as opportunities arise. Areas for additional growth exist but staff member effectively works with families.

***Beginning Evidence of Skill Demonstration (2)***

The staff member demonstrates various behaviors related to the performance of the skill but needs additional opportunities to practice. He/she appears to understand the skill conceptually and offers beginning evidence in demonstrating it when opportunities arise. S/he is using primarily one or two techniques to demonstrate the skill and may not be able to use techniques in a consistent and purposeful manner.

***More Development Needed to Demonstrate the Skill (1)***

The staff member needs more knowledge and practice to demonstrate this skill. S/he may or may not have a conceptual understanding of the skill or recognize in hindsight how the skill might have been used in a specific practice situation.

***N/A (N/A)***

This rating is used when there are no opportunities to observe this behavior during the activity. It is also used when the skill does not fit the title.

If a question on the EFOT does not meet with the job description of the employee, mark N/A when completing the tool.

**Scoring Guidelines:**

Please use the following scoring guidelines below.

**Rating behaviors:** Rate the behaviors from 1-3 in each Essential Function section. Put the corresponding rating number (1, 2, or 3) or “N/A” in the appropriate box for each observation behavior.

**Calculating the average score for each Essential Function:** First, calculate the Total Rating Score for the section. Add together all the rating scores for a total. Next, calculate the Average Rating for the section by dividing the total rating score by the number of items in the section minus the number of N/As. When sections have NA indicated, take the average of the answered questions for the final score.

For example, in the *Active Listening* Section there are 4 observation behaviors. If there are no N/As in this section, divide the total score by 4 to get the average score for this section. However, if there is 1 N/A for this section, divide the total rating score by 3 to get the average score.

Interpreting average scores-the rating criteria applies to average scores for each section:

<b>Rating</b>	<b>Average Score Range</b>
More Development Needed	1.0 - 1.8
Beginning Evidence of Skill	1.9 - 2.4
Skill Demonstrated	2.5 - 3