



# HEALTHY FAMILIES NEW YORK

## Family Support Specialist and Family Resource Specialist Competencies

### HFA PRACTICES

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#### General HFA Practices

Individual understands and is able to use all HFA policies and best practice standards consistently.

#### Documentation

Individual is able to document all activities in an appropriate and timely manner as per HFA and HFNY policies.

#### Screening and Assessment

Individual is able to consistently use all screening and/or assessment tools to better understand the strengths and needs of families and provide appropriate resources and referrals.

### INFANT AND CHILD HEALTH AND DEVELOPMENT

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#### Prenatal Health and Development

Individual provides appropriate information, resources, and referrals to pregnant mothers to ensure they have a positive and healthy pregnancy.

#### Infant Mental Health

Individual consistently applies the principles of Infant Mental Health to their work with families.

#### Infant and Child Development

Individual provides appropriate information, support, resources, activities, and referrals to families to ensure their infant/child is receiving what they need to be safe, healthy, and developmentally on track.

#### Parent and Child Interaction

Individual engages family members in activities that encourage positive brain, physical, and social-emotional development and builds families' knowledge and understanding of the importance of these activities.

### FAMILY FUNCTIONING AND COMMUNITY SUPPORTS

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#### Parent/Adult Functioning

Individual provides appropriate and individualized information, support, resources, referrals to ensure that parents and/or other adults living with their child are physically, mentally, and emotionally healthy.

#### Family Functioning

Individual provides appropriate information, support, resources, and referrals to ensure that families are safe, healthy, and providing a stable and nurturing environment for their child.

#### Community Supports

Individual remains current on the variety of community supports available through informal and formal engagement with providers.

### PROFESSIONAL PRACTICE AND PROCESS

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#### General Professional Practice

Individual presents and maintains appropriate professional boundaries with colleagues, supervisors, and families.

#### Cultural Humility

Individual consistently expresses cultural humility in their interactions with colleagues, supervisors, and families.

#### Self-Care

Individual consistently uses self-care strategies to maintain their own physical, emotional, and mental health.

# HEALTHY FAMILIES NEW YORK

## FSS/FRS Competency Examples and Compendium Guide

### HFA PRACTICES

#### GENERAL HFA PRACTICES

##### Knowledge

- Understands the Healthy Families (HFA) model including the HFA Best Practice Standards.
- Understands the site-specific policies and procedures that affect the way HFNY services are provided.
- Understands the concepts of Reflective, Family-focused, and Relationship-based Practice.
- Understands the importance and concepts of parallel process.
- Understands the Stages of Change.

##### Skills

- Uses Motivational Interviewing strategies during home visits.
- Uses CHEERS assessment strategies during home visits.
- Uses evidence-based curriculum to support family learning.
- Utilizes supervision as a planning tool to discuss and support the use of reflective strategies.

#### DOCUMENTATION

##### Knowledge

- Understands the importance and structure of the MIS.

##### Skills

- Maintains accurate written notes and records to monitor screening, assessment, and progress toward goals; document concerns as required.
- Writes clearly and concisely in creating notes, reports, and correspondence.
- Uses time management and organizational techniques to complete administrative and documentation activities completely and on time.

## SCREENING AND ASSESSMENT

### Knowledge

- Understands the importance and purpose of the HFA assessment tool and process.
- Understands the benefits and limitations of using standardized screening tools.
- Understands the relevance of HFA assessment in identifying protective factors and strategies for building resiliency within families.

### Skills

- Utilizes the appropriate tool to complete the HFA assessment with new families.
- Assesses for a variety of resiliency factors and family strengths.

## GOAL PLANNING

### Knowledge

- Understands the importance of the parent-driven goal planning process in building protective capacities.

### Skills

- Uses results of screening, observation, and/or assessment to inform the planning and provision of appropriate services.
- Assists families in setting goals that are specific, achievable, and measurable.

# INFANT AND CHILD HEALTH AND DEVELOPMENT

## PRENATAL HEALTH AND DEVELOPMENT

### Knowledge

- Recognizes the importance of a healthy pregnancy in the development of early attachment and the health of newborns and babies.
- Understands the connection between Adverse Childhood Experiences (ACES) such as negative maternal health behaviors during pregnancy and environmental factors such as safe housing and the potential effects on family well-being and children's learning and development.
- Understands research-based curriculum to support prenatal health and development.

### Skills

- Supports and reinforces parents' positive behaviors during pregnancy and assists parents in obtaining additional support if needed.
- Includes partners and fathers during the prenatal period to help them better understand their importance in supporting a healthy pregnancy and developing a bond with the baby.

## INFANT MENTAL HEALTH

### Knowledge

- Understands the linkage between mental, social-emotional, physical, and cognitive development and how trauma can affect development of mental, social-emotional, physical, and cognitive development.

### Skills

- Uses the principles of Infant Mental Health in interactions with families.

## INFANT AND CHILD DEVELOPMENT

### Knowledge

- Understands typical and atypical growth and development, and recognizes cultural influences on health and development, from conception through infancy and early childhood.
- Understands how developmental delays, physical and other disabilities impact learning and development.
- Understands the importance of protective factors such as secure attachments and stable communities in promoting early child development.
- Is knowledgeable about research-based curriculum to support early childhood development.
- Understands how to follow through with families when developmental issues are identified.

### Skills

- Utilizes developmental screening tools to discuss their child's development in a culturally and linguistically responsive way.
- Shares specific knowledge of prenatal, infant and toddler stages of development and learning with families in a culturally and linguistically responsive manner.

## PARENT AND CHILD INTERACTION

### Knowledge

- Understands the family's role in supporting the child's development of self-regulation.
- Understands that parents who have a healthy emotional attachment with their baby provide a protective layer for future resiliency.

### Skills

- Assists families in supporting children's development of age-appropriate, self-regulated behaviors through family's routines and realistic expectations for children.
- Engages families in parent-child activities that encourage positive brain, physical, and social-emotional development.
- Encourage parents to observe, ask questions, and try out parenting strategies.
- Models developmentally appropriate interactions with children.
- Addresses parenting issues from a strength-based perspective.

# FAMILY FUNCTIONING AND COMMUNITY SUPPORTS

## PARENT/ADULT FUNCTIONING

### Knowledge

- Understands how substance use affects healthy family functioning.

### Skills

- Identifies and refers families in need of support for substance use.

## FAMILY FUNCTIONING

### Knowledge

- Knowledgeable about internal family health and safety issues, including domestic violence, mental health, developmental delays, child abuse and neglect, substance use, family planning, and household safety.
- Understands child welfare law, regulations, and conditions that create unsafe environments for a child or family.
- Understands how children and other family members with special needs impact family dynamics and the overall health and well-being of the family.
- Understands the impact childhood trauma (ACES) continues to have on parents and caregivers.

### Skills

- Provides information to families about attachment and supports healthy attachment between the parents/caregivers and child.
- Utilizes strategies to support families to effectively manage chronic stress and trauma.
- Provides information, referrals, and coordination with other community agencies as needed to support family members with special needs.
- Identifies and refers families in need of support for domestic violence.
- Understands the importance of connecting with other service providers to support the achievement of a family's goals.

## COMMUNITY SUPPORTS

### Knowledge

- Understands the importance of connecting with other service providers to support the achievement of a family's goals.
- Familiar with the array of local resources and supports within the community to serve families.
- Understands the importance of families being able to access social supports from extended family, neighbors, friends, and other informal supports within their community.

### Skills

- Engages with other service providers to create and maintain cross-agency connections and referrals to best meet the needs of families.
- Assists families in obtaining needed and desired services from public and community resources while building skills families need to access services independently.
- Assists families in building the skills they need to access social support from extended family, neighbors, friends, and other informal community supports.

# PROFESSIONAL PRACTICE AND PROCESS

## PARENT/ADULT FUNCTIONING

### Knowledge

- Understands the Stages of Change.
- Understands the importance and concepts of parallel process.
- Understands safety practices for home visits.
- Understands professional ethics and boundaries.

### Skills

- Participates in professional development and learning activities (including current and future trends in child development, behavior, and relationship-focused practice) to continually enhance knowledge and skills.
- Sustains appropriate boundaries and interactions with co-workers, supervisors, families, and other service providers.
- Integrates all available information/data and consults with others when making important decisions.

## PARENT/ADULT FUNCTIONING

### Knowledge

- Recognizes and respects the way culture impacts caregiving practices and developmental expectations of children.
- Understands that each family has their own unique perspective and culture that might not be the same as their own.
- Recognizes the influence culture and language have on screening and assessment processes.
- Understands the importance of self-assessment and self-reflection.

### Skills

- Provides culturally and linguistically relevant information and resources on parenting and child development.
- Maintains responsibility for how one's own biases, values, and attributes influence one's decisions.
- Approaches families' cultural, ethnic, or other differences in a curious, humble way.
- Identifies personal biases, judgments, and assumptions and recognizes the potential impact on building relationships with families.
- Uses individual approaches and materials that support parents who are LGBTQIA+, married, unmarried, custodial, and non-custodial.

## SELF-CARE

### Knowledge

- Understands the importance of taking care of one's own emotional and physical health.
- Understands the principles of vicarious trauma and how it may affect their work with families; as well as their own emotional and physical health.

### Skills

- Implements self-care to remain effective and present in practice.
- Utilizes reflective supervision as a tool to manage potential vicarious trauma.