

**BEACH CENTER ON DISABILITY**

**Family-Professional Partnership  
Self-Assessment**

**Based on the Beach Center  
Family-Professional Partnership Survey**

## Family-Professional Partnership Self-Assessment for Professionals

The purpose of this self-assessment is to assist professionals to look at their practice and identify possible barriers and facilitators to their ability to have positive family-professional partnerships.

Below are the individual items based on the Family-Professional Partnership Scale that is used with families to assess their satisfaction with their child's and family's services and partnerships with professionals.

For each item, evaluate your current skills and attitudes and give yourself a score between 1 and 10, with 10 being the best. Then, think about and identify what helps you demonstrate the attitude or skill that the item represents. Also identify what hinders (gets in your way) of demonstrating the attitude or skill.

1. I help parents gain the skills or information to be able to get what their child needs (provide training to parents, help parents access information on resources).

Score	What Helps	What Hinders

2. As a professional, I have the skills to help children succeed (have basic competencies, engage in continuous learning to gain new information and skills, hold high expectations for the child's achievement and provide meaningful opportunities for him or her to succeed).

Score	What Helps	What Hinders

3. I provide services that meet the individual needs of each child (know how to individualize instructional or treatment techniques to accommodate the child's strengths and needs).

Score	What Helps	What Hinders

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4. I speak up for children's best interests when working with other service providers (advocate with other programs or professionals on behalf of a child or family).

Score	What Helps	What Hinders

5. I let parents know about the good things their children do.

Score	What Helps	What Hinders

6. I treat children with dignity at all times (value children as persons, shield children from humiliating or embarrassing situations).

Score	What Helps	What Hinders

7. I build on children's strengths (use a strengths perspective to set objectives or outcomes).

Score	What Helps	What Hinders

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8. I am honest with parents, even when I have bad news (honesty both in terms of children's needs/disabilities, and in terms of program/resource limitations, do not claim to know something when we don't).

Score	What Helps	What Hinders

9. I keep children safe at all times when in our care.

Score	What Helps	What Hinders

10. I am available when parents need me (emergency evening or weekend access, dependable availability during posted hours, reliably accessible to families by phone or in person, willing to come to their home).

Score	What Helps	What Hinders

11. I value parents' opinions about children's needs (ask parents their opinions, incorporate parents' points of view in outcomes and instructional or service strategies).

Score	What Helps	What Hinders

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12. I use words that the parent understands (avoid jargon, take time to explain).

Score	What Helps	What Hinders

13. I protect the family's privacy (maintain confidentiality with other programs, avoid "gossip" about families).

Score	What Helps	What Hinders

14. I show respect for the family's values and beliefs.

Score	What Helps	What Hinders

15. I listen without judging the child or family.

Score	What Helps	What Hinders

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16. I am dependable (follow through on commitments or promises).

Score	What Helps	What Hinders

17. I pay attention to what parents have to say (listen actively, demonstrate respect for parent's comments, demonstrate belief/respect parent's observations about the child).

Score	What Helps	What Hinders

18. I am friendly to parents (maintain a welcoming and friendly atmosphere).

Score	What Helps	What Hinders