	I - FOR: Family-Professional Partnerships							
	1	1.5	2	2.5	3	3.5	4	
A	Does not yet seek input from individuals/families		Beginning to explore individual/family perspectives and priorities; sometimes involves individuals/families in planning and activities		Solicits and implements individual/family input in the design and delivery of clinical or public health services, programs, materials, and research		Ensures that individuals/families actively participate in all aspects of research, clinical practice, programs, and policy (including QI and program evaluation)	N/A
	☐	☐	☐	☐	☐	☐	☐	☐
B	Does not yet consider how individuals/families will access services		Beginning to consider how individuals/families will access services; aware of basic resources		Considers how individuals/families will access services; knows how to find and connect families to specific resources		Builds or modifies systems of care to ensure that individuals/families can access services and resources	N/A
	☐	☐	☐	☐	☐	☐	☐	☐
C	Does not yet recognize social, educational, or cultural issues affecting individuals/families; trouble accepting other cultures		Beginning to assess and address social, educational, or cultural issues affecting individuals/families; accepts a range of backgrounds and cultures		Tailors individual practice to social, educational, or cultural issues affecting individuals/families; provides an open and accepting environment		Builds or modifies open and accepting systems of care to ensure that social, educational, or cultural issues affecting individuals/families are addressed	N/A
	☐	☐	☐	☐	☐	☐	☐	☐
D	Does not yet recognize the importance of seeking out or cultivating individual/family leaders		Beginning to recognize the need to provide training, mentoring, and opportunities for individuals/families to lead; inconsistently seeks guidance from individual/family-led organizations		Provides training, mentoring, and opportunities for individuals/families to lead; seeks guidance from individual/family-led organizations		Establishes lasting, effective relationships with individual/family-led organizations to build and deepen individual/family leadership across all activities	N/A
	☐	☐	☐	☐	☐	☐	☐	☐
E	Does not yet understand strengths-based approaches for interacting with individuals/families		Beginning to understand and sometimes demonstrates strengths-based approaches for interacting with individuals/families		Applies strengths-based approaches; celebrates individual/family diversity		Ensures that strengths-based approaches are embedded across practices, programs, or policies	N/A
	☐	☐	☐	☐	☐	☐	☐	☐
F	Does not yet recognize the impact of service delivery systems on individuals/families from a range of diverse backgrounds		Beginning to recognize the impact of service delivery systems on individuals/families from a range of diverse backgrounds		Addresses the impact of service delivery systems on individuals/families from a diverse range of backgrounds		Builds or modifies systems that address the needs of individuals/families from a diverse range of backgrounds	N/A