

FAMILY EMPOWERMENT SCALE SCORING SHEET

(Rev. 8/19/03)

Child ID: _____ Date Assessed: ____/____/____ Service Start Date: ____/____/____
 Case Number: _____ Medicaid #: _____ DOB: ____/____/____ Gender: ___M___F
 Child's Residence County: _____ BDS Region ___I___II___III
 Rater Name: _____ Agency/Program Name: _____
 Rater ID#: _____

(Check appropriate items in the following categories)

FES Administration	Services Program	School-Age	Birth-5
___ Baseline ___ Entry into Service	MH Case Mgmt	___	___
___ Annual ___ Exit ___ Other _____	MR Case Mgmt.	___	___
	Habilitation Svcs. (Sec.24)	___	
	Beh. Health Svcs. (Sec.65H)	___	

Disability Group ___MH___MR___MH/MR___Autism
 ___MR/Developmental Disabilities___Developmental Delays

Relationship of Person Completing FES ___Parent___Guardian___Foster Parent___Other

Instructions: Below are 34 statements that describe how a parent or caregiver of a child with an emotional, behavioral and/or developmental challenges may feel about his or her situation. For each statement, please circle the response that best described how the statement applies to you.

FES Statements	Not True at all	Mostly not True	Somewhat True	Mostly True	Very True
1. I feel that I have a right to approve all services my child receives	1	2	3	4	5
2. When problems arise with my child, I handle them pretty well.	1	2	3	4	5
3. I feel I can have a part in improving services for children in my community.	1	2	3	4	5
4. I feel confident in my ability to help my child grow and develop.	1	2	3	4	5
5. I know the steps to take when I am concerned my child is receiving poor services.	1	2	3	4	5
6. I make sure that professionals understand my opinions about what services my child needs.	1	2	3	4	5
7. I know what to do when problems arise with my child.	1	2	3	4	5
8. I get in touch with my legislators when important bills or issues concerning children are pending.	1	2	3	4	5
9. I feel my family life is under control	1	2	3	4	5
10. I understand how the service system for children is organized.	1	2	3	4	5
11. I am able to make good decisions about what services my child needs.	1	2	3	4	5
12. I am able to work with agencies and professionals to decide what services my child needs.	1	2	3	4	5
13. I make sure I stay in regular contact with professionals who are providing services to my child.	1	2	3	4	5
14. I have ideas about the ideal service system for children.	1	2	3	4	5
15. I help other families get the services they need.	1	2	3	4	5
16. I am able to get information to help me better understand my child.	1	2	3	4	5

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FES Statements	Not True at all	Mostly not True	Somewhat True	Mostly True	Very True
17. I believe that other parents and I can have an influence on services for children.	1	2	3	4	5
18. My opinion is just as important as professionals' opinions in deciding what services my child needs.	1	2	3	4	5
19. I tell professionals what I think about services being provided to my child.	1	2	3	4	5
20. I tell people in agencies and government how services for children can be improved.	1	2	3	4	5
21. I believe I can solve problems with my child when they happen.	1	2	3	4	5
22. I know how to get agency administrators or legislators to listen to me.	1	2	3	4	5
23. I know what services my child needs.	1	2	3	4	5
24. I know what the rights of parent and children are under the special education laws.	1	2	3	4	5
25. I feel that my knowledge and experience as a parent can be used to improve services for children and families.	1	2	3	4	5
26. When I need help with problems in my family, I am able to ask for help from others.	1	2	3	4	5
27. I make efforts to learn new ways to help my child grow and develop.	1	2	3	4	5
28. When necessary, I take the initiative in looking for services for my child and family.	1	2	3	4	5
29. When dealing with my child, I focus on the good things as well as the problems.	1	2	3	4	5
30. I have a good understanding of the services system that my child is involved in.	1	2	3	4	5
31. When faced with a problem involving my child, I decide what to do and then do it.	1	2	3	4	5
32. Professionals should ask me what services I want for my child.	1	2	3	4	5
33. I have a good understanding of my child's disorders.	1	2	3	4	5
34. I feel I am a good parent.	1	2	3	4	5

Comments:

Jan, 2002 – BDS, Children's Quality Improvement

The current scoring procedures for the FES is based on a simple, unweighted summation of the items within three construct areas: Family, Service System and Community/Political. These areas are described in the original article (Koren, Dechillo, and Friesen, 1992).

The items within each area are as follows: Family: 2,4,7,9,16,21,26,27,29,31,33,34; Service System: 1,5,6,11,12,13,18,19,23,28,30,32; Community/Political: 3,8,10,14,15,17,20,22,24,25

To obtain a score for each area, sum the item responses where NOT AT ALL is scoring as 1, MOSTLY NOT TRUE is scored as 2, SOMEWHAT TRUE is scored as 3, MOSTLY TRUE is scored as 4, and VERY TRUE is scored as 5. The items are scored in the same direction, i.e., no item scores are reversed, and a higher score indicates relatively more empowerment in each respective area.