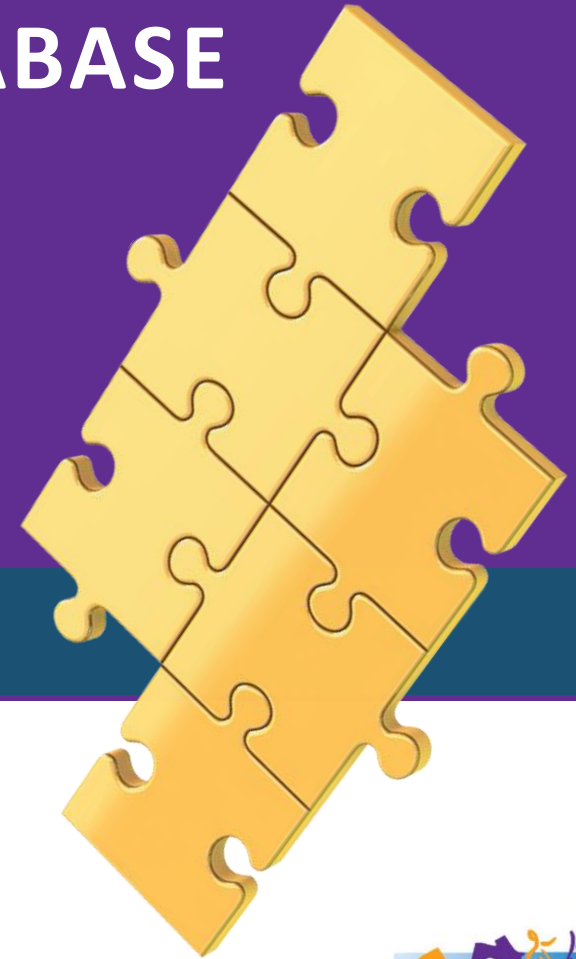# THE PROTECTIVE FACTORS SURVEY (PFS) AND PFS DATABASE MANAGEMENT

MARCH 24, 2016

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Overview

The Protective Factors Survey (PFS)

- Development
- Administration

The PFS Database

- Downloading
- Entering Data
- Generating Reports

Q & A

What is a Protective Factor (PF)?

Characteristic or situation that reduces or buffers the effects of stress or trauma.

It is an asset of some kind.

Our Focus in Protective Factors

Conditions, when present in our families and communities, increase the health and well-being of children and families.

Nurturing and Attachment

Knowledge of Parenting and Child Development

Parental Resilience

Social Connections

Concrete Supports for Parents

Social and Emotional Competence of Children

Building Protective Factors— How do we measure it?

PFS Background

Developed to address the shifting focus of prevention work and federal requests for evidence of effectiveness.

Developed through a partnership with FRIENDS and The University of Kansas.

Involved multiple experts in the field, parent leaders, prevention workers, and hundreds of families.

Early Stages of Development

Work group of researchers, CBCAP State Leads and FRIENDS staff and partners

Texas CBCAP evaluation tool was starting point

Literature review/construction definitions

Review of existing validated and reliable tools

Contract with The Institute for Educational Research & Public Service at the University of Kansas

PFS Testing

Administered to over 1500 consumers

Administered by approximately 35 agencies.

Administered in approximately 15 states.

Validation using 8 potentially-related measures.

Child abuse and neglect, coping, depression, stress, physical and emotional health, optimism, positive and negative emotion.

The PFS…

Designed for use in child abuse prevention programs

Provides feedback for continuous improvement and evaluation purposes

Provides agencies:

- A snapshot of the families they serve (direct services)
- Changes in protective factors
- Where to focus services
- The PFS is not intended for individual assessment, placement, or diagnostic purposes

Operationalized Definitions

Family Functioning and Resiliency (5 items)	• Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.
Social Emotional Support (3 items)	• Perceived informal support (from family, friends, and neighbors) that helps provide for emotional needs.
Concrete Support (3 items)	• Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.
Child Development and Knowledge of Parenting (5 items)	• Understanding and utilizing effective child management techniques and having age-appropriate expectations for children's abilities.
Nurturing and Attachment (4 items)	• The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.

PFS Validity

The PFS was positively related to:

Effective coping skills

- Brief COPE

Physical and emotional health and functioning

- RAND 36-Item Health Survey (Adapted)

Positive emotions

- Positive and Negative Affectivity Scale – Short Form

Optimism

- Life Orientation Test-Revised

In other words...

When PFS scores were high

- Effective coping was high
- Physical and emotional health was good
- Positive emotions were high
- Optimism was high

When PFS Scores Were High

Child abuse & neglect potential was low
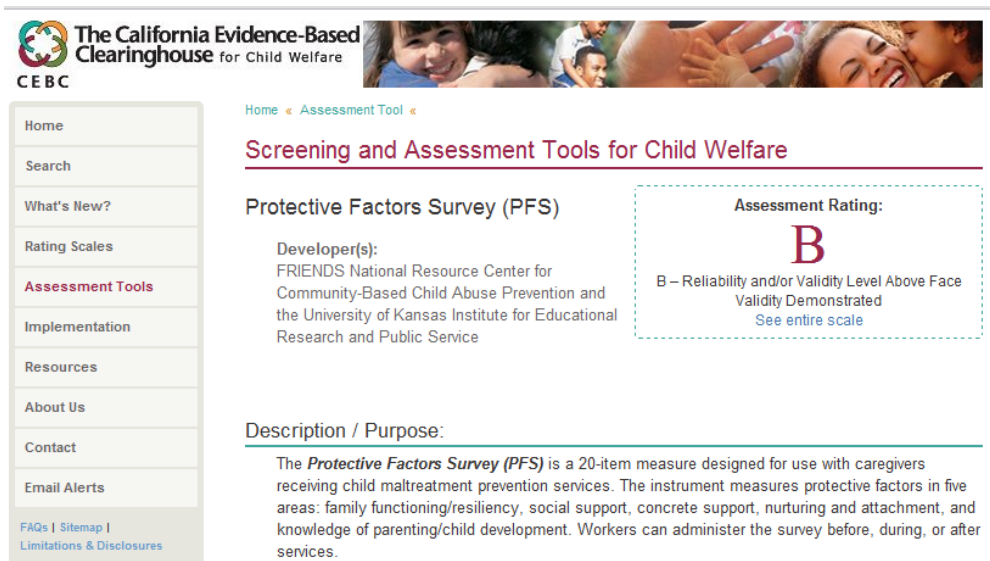
Stress was low

Depression was low

Negative emotions were low

Pessimism was low

The PFS is included on the California Evidence-Based Clearinghouse

http://www.cebc4cw.org/assessment-tool/protective-factors-survey/

The California Evidence-Based Clearinghouse for Child Welfare
CEBC

Home « Assessment Tool «

Screening and Assessment Tools for Child Welfare

Protective Factors Survey (PFS)

Developer(s):
FRIENDS National Resource Center for Community-Based Child Abuse Prevention and the University of Kansas Institute for Educational Research and Public Service

Assessment Rating:

B

B – Reliability and/or Validity Level Above Face Validity Demonstrated
See entire scale

Description / Purpose:

The **Protective Factors Survey (PFS)** is a 20-item measure designed for use with caregivers receiving child maltreatment prevention services. The instrument measures protective factors in five areas: family functioning/resiliency, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development. Workers can administer the survey before, during, or after services.

The primary purpose of the **PFS** is to provide feedback to agencies for continuous improvement and evaluation purposes. The **PFS** is not intended for individual assessment, placement, or diagnostic purposes. Agencies should rely on other instruments for clinical use.

Target Population: Parents and other caregivers receiving child maltreatment prevention services

Intended Users: Providers of child abuse prevention services, including home visiting, parent education, and other parent and family support services

Time to Administer: 10-15 minutes to complete

Completed By: Parents and other caregivers

Modalities Available: Pencil and paper survey

Scoring Information: Hand-scoring instructions are provided. A database has also been developed for managing **PFS** data and generating reports.

The Survey

Download from the FRIENDSnrc.org under Outcome Accountability/ Protective Factors

- Tool
- User-manual
- FAQs
- Database

http://www.friendsnrc.org/protective-factors-survey

PROTECTIVE FACTORS SURVEY
(Program Information– For Staff Use Only)

Agency ID _____   Participant ID # _____

1. Date survey completed: _____ / _____ / _____   ☐ Pretest   ☐ Post test
2. How was the survey completed?
   ☐ Completed in face to face interview
   ☐ Completed by participant with program staff available to explain items as needed
   ☐ Completed by participant without program staff present
3. Has the participant had any involvement with Child Protective Services?
   ☐ NO   ☐ YES   ☐ NOT SURE
4.a. Date participant began program (complete for pretest)   _____ / _____ / _____
4.b. Date participant completed program (complete at post test)   _____ / _____ / _____
5. Type of Services: Select services that most accurately describe what the participant is receiving.
   ☐ Parent Education
   ☐ Parent Support Group
   ☐ Parent/Child Interaction
   ☐ Advocacy (self, community)
   ☐ Fatherhood Program
   ☐ Planned and/or Crisis Respite
   ☐ Homeless/Transitional Housing
   ☐ Resource and Referral
   ☐ Family Resource Center
   ☐ Skill Building/Ed for Children
   ☐ Adult Education (i.e. GED/Ed)
   ☐ Job Skills/Employment Prep
   ☐ Pre-Natal Class
   ☐ Family Literacy
   ☐ Marriage Strengthening/Prep
   ☐ Home Visiting
   ☐ Other (if you are using a specific curriculum, please name it here) _____

6.) Participant's Attendance: (Estimate if necessary)

   A) Answer at Pretest: Number of hours of service offered to the consumer: _____

   B) Answer at Post-test: Number of hours of service received by the consumer: _____

This survey was developed by the FRIENDS National Resource Center for Community-Based Child Abuse Prevention in partnership with the University of Kansas Institute for Educational Research & Public Service through funding provided by the US Department of Health and Human Services.

Some Simple Rules

Treat evaluation as part of service delivery.

Understand pros and cons of possible options.

Be consistent across time and consumers.

Account for your choice when analyzing and reporting data.

Reflect results accurately.

When to Administer Pre-Test

1st Contact

Pro: Assess functioning prior to any program involvement.

Con: Responses may be less than honest do to lack of trust/involvement w. program

After 1st Contact

Pro: May increase honest responses due to established relationship/trust.

Con: May not capture change occurring since 1st contact

⬆ Pre-Post Completion

Incentives to complete survey (e.g., dinner provided, etc.).

Make the survey available over a broader period of time.

Follow-up with consumers missed the administration of pre- or post-test.

Consider reasons for dropouts.

Was there a data entry problem?

Consider retrospective pre-test.

Guidelines

Make a program-wide decision

Administer consistently

Account for procedure when reporting results.

Pre-tests administered at different times may not be comparable.

Training Staff for Evaluation

Set expectations for all staff to:

- Read the administration script
- Use consistent procedures

Practice administration and handling questions:

- Have new staff practice administration with experienced staff/supervisor
- Occasionally monitor or follow-up with staff to assure proper administration

Survey Administration (Preparation)

Identify participants who may have literacy barriers and need assistance with reading

Assign ID #s. Keep ID Key in secure location

Staff complete "program information" on the PFS

Staff may choose to complete the demographic portion of the PFS if they have access to the information.

Survey Administration, Continued

Create survey packets for the respondents including

- Informed consent form
- Demographic form (if applicable) and the PFS (clearly marked with client ID)

Provide alternative arrangements for non-participants and children

Hand out survey packets with Client IDs clearly marked

After explaining informed consent, ask participants to sign the form. Remember: The PFS is voluntary. The forms can be handed in separately as a further safeguard to privacy.

Survey Administration, Continued

Introduce Survey (an introductory statement is in the Manual)

Review instructions (using the manual text)

Be sure to point out and explain reverse scored items (#s 8,9,11,12,14,16)

Start Survey, answer questions as needed (use manual to help with paraphrasing)

Upon completion, collect surveys

Data Management

Enter data

Store raw data in secure location

Destroy surveys within prescribed time frames

Download from FRIENDS website

- Enter program ID
- Enter record
- Email data
- Upload data from other programs
- View reports, save reports in Word

Protective Factors Survey (PFS) Database Version 3	Protective Factors Survey (PFS) Database Version 3	Spanish Protective Factors Survey (S-PFS) Database
NEW USERS	EXISTING USERS	ALL USERS
ReadMe PFS Database PFS Database Security Warnings PFS DataBase Version 3	ReadMe PFS Database PFS Database Security Warnings PFS DataBase V3 Latest Issue	ReadMe SPFS Database PFS Database Security Warnings SPFS Database
Installation Instructions for PFS Database Version 3, New Users: 1) Click on the PFS DataBase Version 3 zip file and download the file to your computer. 2) Find the downloaded zip file and double click on it. The zip file will open to reveal a folder named PFSDatabase. Save the PFSDatabase folder to your C drive (do not change the name).	Installation Instruction for PFS Database Version 3, Existing Users: 1) If you have already been using the PFS Database and need to upgrade to the latest version (revised January 2016), please click on the PFS DataBase V3 Latest Issue zip file and download the file to your computer. 2) Find the downloaded zip file and double click on it. The file contains	Installation Instructions for S-PFS Database All Users: 1) Click on SPFS Database zip file and download the file to your computer. 2) Find the downloaded zip file and double click on it. The zip file will open to reveal a folder named SPFSDatabase. Save the SPFSDatabase folder to your C drive (do not change the name).

PFS DB Instructional Videos
http://friendsnrc.org/protective-factors-survey/pfs-videos

Program ID for New Grantees

It is critical that this unique Agency Program ID is entered exactly for all database entries.

- Arbor Circle = CTFDS1641001
- Bethany Christian Services of Michigan = CTFDS1628001
- Big Brothers Big Sisters of the Bay Area, Inc. = CTFDS1622001
- Genesee ISD = CTFDS1625001
- Huron County Health Department = CTFDS1632001
- Ingham County Health Department = CTFDS1633001
- Livingston Area Council Against Spouse Abuse, Inc. = CTFDS1647001
- St. Clair RESA = CTFDS1674001
- Student Advocacy Center = CTFDS1638001
- Van Buren ISD = CTFDS1680001

Failure to use this at setup will require time-consuming modifications later. See Alan Stokes if you need the Agency ID for a Grant that is not listed.

Guarding Integrity of Data

Staff Transitions: Pass on electronic and written records to replacement or supervisor if staff responsible for PFS data departs agency.

Computer Changes: If there are any changes to the computer system of staff responsible for PFS data, make sure that files related to PFS are kept together (PFSDatabase3, PFSDataTables, PFSDataTransfer) on the new hard drive (use of network servers tend to be problematic).

Pre-tests: Enter any pre-tests each year into Database. Even if client is unable to do a post-test the pre-tests help with demographic information.

Post-tests: Administer and enter post-tests when client leaves program or grant ends (which ever comes first).

Sending DataTransfer to CTF

November Deadline: The year end data through September 30 for each year is due to CTF in November (notification will be sent out in Fall).

How to Send to CTF:

- **Use the Reports on PFS Function to check data that is entered**
- **Use the Export to Database Function after all data is entered correctly**
- **Locate the PFSDataTransfer.mdb file on hard drive**
- **Turn the PFSDataTransfer.mdb file into a zip file**
- **Email the zip file of the PFSDataTransfer.mdb file to Alan Stokes at stokesa@Michigan.gov**
- **CTF can only use the PFSDataTransfer.mdb file (not the Database)**

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