

SAYD Family and Community Relationships Assessment (Levels 2-3) Family Interview

SAYD Competencies	FCR1: Recognizes and supports cultural difference and diverse family structures in SAY, FCR2: Identifies professional roles and supports needed for positive SAY development, FCR3: Describes practices that strengthen family and community connections, for SAY, FCR4: Employs practices that strengthen family and community connections, for SAY, FCR5: Recognizes and collaborates with the key community institutions that impact the lives of SAY and their families.
Original Gateways SAYD Benchmarks	2-4A18, 2-4B7, 2-4B32, 2-4B39, 2-4F1, 2-4F2, 2-4F3, 2-4F4, 2-4F5, 2-4F6, 2-4F7, 2-4F8, 2-4F9, 2-4F10, 2-4F11, 2-4F12, 2-4F13, 2-4F14, 2-4F15, 2-4F16, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F21, 2-4F22, 2-4F23, 2-4F24, 2-4F25, 2-4F29, 2-4F30, 2-4F31, 2-4F32, 2-4F33, 2-4F34, 2-4F35, 2-4F36
IPTS	1A, 3C, 3E, 3F, 3G, 3L, 3N, 4C, 5K, 5L, 5Q, 6C, 6M, 7C, 7D, 7H, 7I, 9A, 9B, 9D, 9E, 9I, 9K, 9L, 9M, 11B, 11F, 11G, 11K, 11P
NAA	1, 2, 4, 5, 7, 8, 13, 23, 24, 25, 28
COA	1.02, 3.01, 4.01, 4.02, 4.03, 4.04, 4.06, 5.05, 5.07, 6.01, 10.01, 10.02, 11.01-11.04, 13.01-13.03, 13.05, 13.06
ACT Now	1.1, 1.2, 1.4, 4.6, 9.1, 11.4, 15.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 23.1-23.4, 24.4, 24.6-24.8, 25.1-25.5, 27.1-27.4, 28.1, 28.2, 29.1-29.3, 30.1, 30.2

Assessment Guidelines

In this assessment, you will interview the family member of a child who is between the ages of five and sixteen. The goal of these interviews is to gather information that will be useful in knowing both the child and family, contributing to the capacity to provide responsive SAY programming.

Part 1: Family Interview:

Interview Preparation

- Select a family with a child between the ages of 5 and 16. This family can be a friend, relative (outside of your immediate family), neighbor, or a family in your early childhood classroom environment.
- Review the family interview questions below.
- Arrange a time to interview the family. Your interview is likely to last approximately 30 minutes.
- Prior to meeting with the family, provide a 1 page overview of professional boundaries and confidentiality requirements that are important to keep in mind when working families. Also, provide a brief overview of communication and collaboration skills that would support connection.

During the Interview:

- Be sure to let the family know that you are completing this interview as a course assignment, and that the purpose of the assignment is to support your mastery of content.
- Let the questions below guide your interview but allow parents to share anything about their family and culture that they feel is pertinent, even if it is not specifically mentioned in the interview questions.

Part 2: Post Interview Reflection:

Using the interview questions as a guide, describe the family and summarize your interview.

- What privileges, rights, and obstacles does this family encounter? How might the context of this family influence SAY development and choices?

- How can the knowledge gained about the family’s perspectives and backgrounds contribute to your ability to support the child?
- What program strategies would be beneficial in terms of encouraging family engagement?

Post Interview Reflection

- Identify three local organizations and/or opportunities that would be beneficial for this family.
- Based on what you have learned about this family, what would you recommend for communication and resource sharing?

Family Interview Questions:

1. What do you enjoy most about parenting? What do you feel are your greatest strengths and obstacles?
2. What do you feel is your role in supporting your child within environments outside of your home? How comfortable do you feel in the role you described?
3. What do you feel are your child’s greatest strengths and areas for further development?
4. What are your hopes and for your child? What do you see as the role of the school-age and youth program in fitting within those hopes and dreams?
5. What are your short and long term goals for your child's future?
6. What is most important to you in your daily interactions with your child?
7. What suggestions do you have or what additional opportunities would you like to be connected to your child’s classroom or within the community?
8. What are your preferred ways to be communicated with from your child’s teacher/school? Face to face? Website? Newsletter? Email? Text?

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Family and Community Relationships Assessment (Levels 2-3): Family Interview Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD FCR1: Recognizes and supports diverse cultural backgrounds and family structures in SAY.</p> <p>SAYD: 2-4F1, 2-4F2, 2-4F3, 2-4F4, 2-4F5, 2-4F6</p> <p>NAA: 1, 7</p> <p>IPTS: 1A, 3C, 3N, 9B, 9L, 11P</p> <p>COA: 10.01, 13.01, 13.03</p> <p>ACT Now: 15.4, 18.1-18.6, 20.1-20.4, 24.4, 24.6- 24.8, 27.1–27.4</p>	<p>Identifies privileges, rights, and obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects and accommodates family structures and responsively accounts for culture, race, ethnicity, religion, parental structure, sexual orientation,</p>	<p>Identifies privileges, rights, and obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects and accommodates family structures and responsively accounts for culture, race, ethnicity, religion, parental structure, sexual orientation,</p>	<p>Identifies privileges, rights, or obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects family structures and accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when</p>	<p>Inaccurately identifies privileges, rights, or obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Engages in behavior that is disrespectful to family structures and accounts for culture, race, ethnicity, religion, parental structure,</p>	

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	<p>health/ability, location, and economic conditions when interacting with SAY and families.</p> <p>Uses research to identify rationale for recognizing and supporting diverse cultural backgrounds and family structures.</p>	<p>health/ability, location, and economic conditions when interacting with SAY and families.</p>	<p>interacting with SAY and families.</p>	<p>sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p>	
<p><u>SAYD FCR2:</u> Identifies professional roles and supports needed for positive SAY development.</p> <p>SAYD: 2-4F7, 2-4F8, 2-4F9, 2-4F10, 2-4F11</p> <p>NAA: 2, 4, 24, 25</p> <p>IPTS: 3C, 6C, 7I, 9A, 9L, 9M, 11K</p> <p>COA: 1.02, 4.02, 10.02, 11.02, 13.03, 13.05</p> <p>ACT Now: 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 25.1-25.5</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth and the development of healthy relationships with a multiplicity of adults.</p> <p>Recognizes professional boundaries and confidentiality needs when working with families, school-age and youth, and in the community.</p> <p>Identifies professional goals supportive of role growth.</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth and the development of healthy relationships with a multiplicity of adults.</p> <p>Recognizes professional boundaries and confidentiality needs when working with families, school-age and youth, and in the community.</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth.</p> <p>Recognizes professional boundaries and confidentiality needs when working with school-age and youth.</p>	<p>Identifies inaccurate models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth.</p> <p>Utilizes professional boundaries in a way that undermines positive SAY development.</p>	
<p><u>SAYD FCR3:</u> Describes practices that strengthen family and community connections for SAY.</p> <p>SAYD: 2-4A18, 2-4F12, 2-4F13, 2-4F14, 2-4F16, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F21</p>	<p>Gives examples of effective verbal communication skills and effective strategies to adapt communication and collaboration styles and formats supportive of positive interaction and professional and interpersonal development.</p>	<p>Gives examples of effective verbal communication skills and effective strategies to adapt communication and collaboration styles and formats supportive of positive interaction and professional and interpersonal development.</p>	<p>Gives examples of verbal communication skills and strategies to adapt communication and collaboration styles.</p> <p>Considers backgrounds, perspectives, and biases attributed to school-age and</p>	<p>Gives inaccurate examples of verbal communication skills and strategies to adapt communication and collaboration styles.</p> <p>Inaccurately interprets backgrounds, perspectives, and biases attributed to</p>	

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<p>NAA: 2, 7, 23, 24, 25</p> <p>IPTS: 3C, 3E, 3F, 7C, 7D, 7I, 7H, 9B, 9K, 9M</p> <p>COA: 3.01, 4.02, 5.03, 10.02, 11.02, 11.03, 11.04, 13.03</p> <p>ACT Now: 18.1-18.6, 21.1, 23.1-23.4, 25.1-25.5, 28.1, 28.2, 29.1-29.3</p>	<p>Considers backgrounds, perspectives, and biases attributed to school-age and youth’s families and how to support meaningful family engagement.</p> <p>Identifies local organizations and opportunities that present possibilities for partnership and collaboration.</p> <p>Identify strategies that promote family identification of community connections.</p>	<p>Considers backgrounds, perspectives, and biases attributed to school-age and youth’s families and how to support meaningful family engagement.</p> <p>Identifies local organizations and opportunities that present possibilities for partnership and collaboration.</p>	<p>youth’s families.</p> <p>Identifies local organizations and opportunities for SAY and their families.</p>	<p>school-age and youth’s families.</p> <p>Identifies inappropriate local organizations and opportunities for SAY and their families.</p>	
<p><u>SAYD FCR4:</u> Employs practices that strengthen family and community connections for SAY.</p> <p>SAYD: 2-4B32, 2-4F15, 2-4F22, 2-4F23, 5F16</p> <p>NAA: 1, 5, 25</p> <p>IPTS: 5K, 9A, 9D, 9L, 9M</p> <p>COA: 3.01, 4.01, 10.01, 10.02, 11.02, 13.02</p> <p>ACT Now: 4.6, 18.1-18.6, 25.1-25.5</p>	<p>Identifies strategies that promote family participation within community organizations.</p>	<p>Uses a variety of intentionally inviting communication formats and collaboration strategies to convey information and facilitate group work.</p> <p>Shares community resources and engages in community events relevant to school-age and youth and family interests.</p>	<p>Uses communication formats and collaboration strategies to convey information and facilitate group work.</p> <p>Shares community resources and engages in community events.</p>	<p>Uses communication formats and collaboration strategies that undermine information sharing and group work.</p>	

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<p>SAYD FCR 5: Recognizes and collaborates with the key community institutions that impact the lives of SAY and their families.</p> <p>SAYD: 2-4B7, 2-4B39, 2-4F24, 2-4F25, 2-4F29, 2-4F30, 2-4F31, 2-4F32, 2-4F33, 2-4F34, 2-4F35, 2-4F36</p> <p>NAA: 1, 7, 8, 13, 23, 25, 28</p> <p>IPTS: 3G, 3L, 4C, 5L, 5Q, 6M, 9A, 9E, 9I, 9L, 9M, 11B, 11F, 11G</p> <p>COA: 3.01, 4.04, 4.06, 5.05, 5.07, 6.01, 11.02-11.04, 13.06, 13.06,</p> <p>ACT Now: 1.1, 1.2, 1.4, 9.1, 11.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 28.1, 28.2, 29.1-29.3, 30.10, 30.2</p>	<p>Connects and supports school-age and youth and families in meaningful engagement with community resources</p> <p>Identifies key school and community personnel for consultation to facilitate inclusion of school-age and youth with disabilities.</p> <p>Identifies effective skills needed for multi-disciplinary team collaboration, including legal and professional responsibilities.</p> <p>Identifies local political leaders, stakeholders, and systems that have influence on school-age and youth services.</p> <p>Empowers families to collaborate with key community institutions.</p>	<p>Connects and supports school-age and youth and families in meaningful engagement with community resources</p> <p>Identifies key school and community personnel for consultation to facilitate inclusion of school-age and youth with disabilities.</p> <p>Identifies effective skills needed for multi-disciplinary team collaboration, including legal and professional responsibilities.</p> <p>Identifies local political leaders, stakeholders, and systems that have influence on school-age and youth services.</p>	<p>Connects school-age and youth and families to community resources.</p> <p>Identifies school and community personnel for consultation.</p> <p>Identifies skills needed for multi-disciplinary team collaboration.</p> <p>Identifies local political leaders, stakeholders, and systems.</p>	<p>Connects school-age and youth and families to irrelevant community resources.</p> <p>Identifies school and community personnel for consultation who are not connected to SAY or SAY programming.</p> <p>Identifies inappropriate skills for multi-disciplinary team collaboration.</p> <p>Identifies local political leaders, stakeholders, and systems who are unlikely to support SAY and SAY programming.</p>	

Level 2—Yellow

Level 3—Green