

SAYD Interactions, Relationships, and Environments Assessment (Level 2) IRE Educational Materials Project

SAYD Competencies	<u>IRE1</u> : Establishes communication with all SAY, that is positive, respectful and enabling, <u>IRE2</u> : Describes and supports positive, creative, growth and future-oriented relationships with SAY.
Original Gateways SAYD Benchmarks	2-4A34, 2-4E1, 2-4E2, 2-4E3, 2-4E4, 2-4E5, 2-4E6, 2-4E8, 2-4E9, 2-4E10, 2-4E13, 2-4E15, 2-4E16, 5E5
IPTS	2E, 3C, 3N, 5D, 5J, 5L, 5N, 5R, 7C, 7H, 7I, 7J, 10F
NAA	1, 2, 5, 10, 11, 16, 18, 34
COA	3.01, 3.02, 3.03, 4.01-4.04, 6.01-6.06, 7.01-7.04, 11.04
ACT Now	19.1, 19.2, 20.1-20.4, 22.1-22.4, 25.1-25.5

Assessment Guidelines

In this assessment, you will be developing materials designed to educate others about the importance of interactions, relationships and environments in school-age and youth settings. For each of the topics identified below, determine an effective way to communicate information. Include pictures, videos, and applied examples to illustrate your points. Your goal is to provide an overview of why each of these topics are important, as well as share critical information regarding appropriate implementation.

Topics:

Responsive Language and Communication Strategies

- Using listening skills that are active, attentive, authentic, inclusive and reflective in ways that are respectful, supportive, and encouraging
- Modifying communication style to support individual strengths and needs.
- Initiating conversations and dialogue with school-age and youth around their interests.

Guidance

- Modeling anti-oppressive behavior.
- Incorporating guidance strategies based on knowledge of school-age and youth's personalities, developmental stages, culture, linguistic and ability levels and infused with respect, choices and relationship-building strategies.
- Collaborating with others and accessing resources that are helpful in recognizing and identifying challenging behavior.

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Interactions, Relationships, and Environments Assessment (Level 2): IRE Educational Materials Project Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD IRE1:</u> Establishes communication with all SAY, that is positive, respectful and enabling.</p> <p>SAYD: 2-4E1, 2-4E2, 2-4E3, 2-4E4, 2-4E5, 2-4E6, 2-4E8</p> <p>NAA: 1, 2, 5, 16, 18</p> <p>IPTS: 3N, 5J, 7C, 7H, 7I, 7J</p> <p>COA: 3.01, 3.02, 3.03, 4.01, 4.02, 4.04</p> <p>ACT Now: 19.1, 25.1-25.5</p>	<p>Employs appropriate language and communication style, including listening skills that are active, attentive, authentic, inclusive and reflective in ways that are respectful, supportive, and encouraging and modifies communication style to support individual strengths and needs.</p> <p>Initiates conversations and dialogue with school-age and youth around their interests.</p> <p>Models anti-oppressive behavior.</p> <p>Uses research is used to provide a rationale for practice.</p>	<p>Employs appropriate language and communication style, including listening skills that are active, attentive, authentic, inclusive and reflective in ways that are respectful, supportive, and encouraging and modifies communication style to support individual strengths and needs.</p> <p>Initiates conversations and dialogue with school-age and youth around their interests.</p> <p>Models anti-oppressive behavior.</p>	<p>Employs appropriate language and communication style and modifies communication style to support individual strengths and needs.</p> <p>Initiates conversations and dialogue with school-age and youth.</p> <p>Models appropriate behavior.</p>	<p>Employs appropriate language and communication style and modifies communication style to support individual strengths and needs.</p> <p>Initiates conversations and dialogue with school-age and youth.</p> <p>Models appropriate behavior.</p>	
<p><u>SAYD IRE2:</u> Describes and supports positive, creative, growth and future-oriented relationships with SAY.</p> <p>SAYD: 2-4A34, 2-4E9, 2-4E10, 2-4E13, 2-4E15, 2-4E16</p> <p>NAA: 1, 2, 5, 10, 11, 34</p> <p>IPTS: 2E, 3C, 5D, 5L, 5N, 5R, 10F</p> <p>COA: 3.01, 3.02, 4.02, 4.03, 6.01-6.06, 7.01-7.04, 11.04</p> <p>ACT Now: 19.1, 19.2, 20.1-20.4, 22.1-22.4</p>	<p>Utilizes guidance programs and practices based knowledge of school-age and youth’s personalities, developmental stages, culture, linguistic and ability levels and infused with respect, choices and relationship-building strategies.</p> <p>Consults with people and/or other resources (e.g. colleagues, supervisors, internet, journals) to recognize, identify, and</p>	<p>Utilizes guidance programs and practices based knowledge of school-age and youth’s personalities, developmental stages, culture, linguistic and ability levels and infused with respect, choices and relationship-building strategies.</p> <p>Consults with people and/or other resources (e.g. colleagues, supervisors, internet, journals) to recognize, identify, and access support when confronting</p>	<p>Utilizes guidance programs and practices.</p> <p>Consults with people and/or other resources when confronting challenging situations.</p>	<p>Utilizes inappropriate guidance programs and practices.</p> <p>Does not engage with people and/or other resources when confronting challenging situations.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Level 2): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	access support when confronting challenging situations. Uses research is used to provide a rationale for practice.	challenging situations.			

Level 2—Yellow