

SAYD Family and Community Relationships Assessment (Level 2) Family Interview

SAYD Competencies	SAYD FCR1: Identifies contextual factors that influence families and the role of the practitioner in providing respectful, responsive supports. SAYD FCR2: Identifies the role of the community in influencing and supporting SAY and their families.
Original Gateways SAYD Benchmarks	2-4F1, 2-4F3, 2-4F4, 2-4F6, 2-4I1, 5A26, 5F36, 2-4F18, 2-4F25, 5F22
IPTS	1A, 3C, 3N, 9B, 9L, 11P, 3E, 3G, 5L, 7D, 9A, 9K, 9L, 9M
NAA	1, 2, 7, 13, 23, 24, 25
COA	3.01, 4.02, 10.01, 10.02, 11.02, 11.04, 13.01, 13.03
ACT Now	15.4, 18.1–18.6, 20.1–20.4, 21.1, 24.4, 24.6–24.8, 27.1–27.4, 28.1, 28.2, 29.1–29.3, 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 this interview 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 one-page overview of the following:
 - Privileges, rights, and obstacles that influence families based on both their structure and the context they exist within
 - How the community context can influence family development
 - The importance of a strength-based approach in interacting with family member

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?

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?
- What strategies and skills could you utilize to maintain a relationship with this family in the future.

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 do you most enjoy about your child's early childhood program?
5. 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?
6. What are your short and long-term goals for your child's future?
7. What is most important to you in your daily interactions with your child?
8. What suggestions do you have or what additional opportunities would you like to be connected to your child's classroom or within the community?
9. What are your preferred ways to be communicated with from your child's teacher/school? Face to face? Website? Newsletter? Email? Text?

SAYD Family & Community Relationships Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD FCR1: Identifies contextual factors that influence families and the role of the practitioner in providing respectful, responsive supports.</p>	<p>Identifies privileges, rights, and obstacles that families and SAY encounter based on their family structure and context.</p> <p>Identifies strength-based, anti-bias practices (e.g. communication styles and skills, engagement strategies) that demonstrate respect for and responsiveness to family culture, language and structure.</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration</p> <p>Uses research to provide a rationale for the importance of respectful, responsive supports.</p>	<p>Identifies privileges, rights, and obstacles that families and SAY encounter based on their family structure and context.</p> <p>Identifies strength-based, anti-bias practices (e.g. communication styles and skills, engagement strategies) that demonstrate respect for and responsiveness to family culture, language and structure.</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration.</p>	<p>Identifies privileges, rights, or obstacles that families and SAY encounter.</p> <p>Partially identifies strength-based, anti-bias practices (e.g. communication styles and skills, engagement strategies) that demonstrate respect for and responsiveness to family culture, language and structure.</p> <p>Identifies local organizations and opportunities that influence SAY services.</p>	<p>Inaccurately identifies privileges, rights, and obstacles that families and SAY encounter based on their family structure and context.</p> <p>Uses a deficit lens when referring to family culture, language and structure.</p> <p>Identifies local organizations and opportunities that are not related to SAY services.</p>	
<p>SAYD FCR2: Identifies the role of the community in influencing and supporting SAY and their families.</p>	<p>Recognizes that families live in a context of communities (e.g. geographic, micro, macro, blended).</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration.</p> <p>Provides an overview of the evidence-base supporting the importance of collaboration.</p>	<p>Recognizes that families live in a context of communities (e.g. geographic, micro, macro, blended).</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration.</p>	<p>Correctly identifies the context of communities.</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration.</p>	<p>Provides an inaccurate description of community and their influence on families.</p> <p>Identifies local organizations and opportunities that do not provide SAY services.</p>	

Level 2—Yellow