

## SAYD Family and Community Relationships Assessment (Level 5) Family Interview

<b>SAYD Competencies</b>	<p><b>SAYD FCR1:</b> Identifies contextual factors that influence families and the role of the practitioner in providing respectful, responsive supports.</p> <p><b>SAYD FCR2:</b> Identifies the role of the community in influencing and supporting SAY and their families.</p> <p><b>SAYD FCR3:</b> Identifies and utilizes communication and collaboration strategies to strengthen SAY, SAY programs, family, and community connections.</p> <p><b>SAYD FCR4:</b> Collaborates with community organizations and allies to support and promote the positive developmental trajectories of SAY and their families.</p> <p><b>SAYD FCR5:</b> Collaborates with SAY and families when creating programs, environments, and curriculum.</p> <p><b>SAYD FCR6:</b> Develops a professional plan for creating and maintaining collaborative relationships with families, schools, and community organizations.</p> <p><b>SAYD FCR7:</b> Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate.</p> <p><b>SAYD FCR8:</b> Designs and advocates for, in partnership with families and community-based organizations, appropriate services for SAY.</p> <p><b>SAYD FCR9:</b> Engages in strategies that are responsive to an identified SAY community need.</p> <p><b>SAYD FCR10:</b> Cultivates community relationships through developing skills as community members, engaging in relationship-building skills, participating in decision-making processing, understanding one’s rights and responsibilities as a community member.</p>
<b>Original Gateways SAYD Benchmarks</b>	2-4F1, 2-4F3, 2-4F4, 2-4F6, 2-4I1, 5A26, 5F36, 2-4F18, 2-4F25, 5F22, 2-4F2, 2-4F5, 2-4F11--15, 2-4F22, 5F1, 5F2, 5F11, 5F13, 5F16, 5F18, 5F33, 2-4F9, 2-4F16-17, 2-4F19, 2-4F23, 2-4F29, 5F9, 5F10, 5F29, 5F40, 2-4A27, 2-4E39, 2-4F20, 5F4, 5F5, 2-4F24, 2-4I13, 5F12, 5F24, 2-4F26-28, 2-4F30, 2-4F31, 2-4F33, 5F19, 5F26, 5F27, 5F30, 5F32, 5B8, 5F14, 5F15, 5F20, 5F23, 5F25, 2-4F39, 5F17, 5F21, 5F39, 5F41, 5F42, 5I21, 5I22, 5I23, 2-4H5-7, 5B10, 5E45
<b>IPTS</b>	1A, 2D, 2E, 2F, 2G, 3A, 3C, 3E, 3F, 3G, 3I, 3J, 3L, 3N, 4C, 4J, 4S, 5A, 5G, 5K, 5L, 5Q, 6M, 7D, 7J, 8B, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9I, 9K, 9L, 9M, 9N, 10E, 11B, 11D, 11F, 11G, 11J, 11H, 11N, 11P
<b>NAA</b>	1, 2, 4, 5, 7, 8, 13, 14, 17, 23, 24, 25, 26, 28, 31, 34, 35, 36
<b>COA</b>	1.02, 3.01, 3.02, 3.03, 4.01, 4.02, 4.04, 4.06, 5.05, 5.07, 6.01, 10.01– 10.03, 11.01–11.04, 13.01– 13.03, 13.06
<b>ACT Now</b>	1.1–1.4, 4.6, 5.4, 7.1, 9.1–9.4, 11.1, 11.4, 15.4, 16.3, 16.4, 18.1–18.6, 19.1, 19.2, 20.1–20.4, 21.1, 21.2, 24.4, 23.1–23.4, 24.1–24.10, 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, developing responsive practices, and 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?
- 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.
- Identify information gained that would be beneficial to incorporate in the SAY programming environment?
- 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.
- What additional information, including educational opportunities, do you feel would be beneficial for this family?
- Based on what you have learned about this family, why would you adapt within the SAY program to ensure that a welcoming and engaging environment is created?
- How can you use information gained within the interview to create culturally responsive programs, environments, and curriculum?
- Based on what you have learned about the family, what advocacy issues do you feel are most pertinent to them? How could you use knowledge of advocacy to support this family? How could you engage the family in the advocacy process?

## **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?

## **Part 3: Professional Reflection**

Provide an overview of organizations in the community that relate to school-age and youth/family interests. Develop a calendar of events for these organizations. Identify strategies supporting your participation in these events as well as the participation of families/SAY.

What are your present strengths and current goals for developing collaborative relationships with families, schools, and community organizations? What steps can you take to ensure that your present goals are attained?

How will you work to ensure that your program is responsive to emerging school-age and youth needs? What strategies will you utilize to establish and maintain collaborative partnerships?

## **Part 4: Program Planning**

Based on information gained during your interview as well as your knowledge of school-age and youth programming, what general policies and processes would you recommend to ensure programming is inclusive and inviting for each and every family? Include in your recommendations use of technology and translation services.

**SAYD Family & Community Relationships Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD FCR1:</b> 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><b>SAYD FCR2:</b> 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>	
<p><b>SAYD FCR3:</b> Identifies and utilizes communication and collaboration strategies to strengthen SAY, SAY programs, family, and community connections.</p>	<p>Identifies and utilizes a wide range of communication strategies to engage SAY, families, visitors, and community members in the SAY program.</p>	<p>Identifies and utilizes a wide range of communication strategies to engage SAY, families, visitors, and community members in the SAY program.</p>	<p>Identifies a wide range of communication strategies to engage SAY, families, visitors, and community members in the SAY program.</p>	<p>Utilizes communication strategies that serve to undermine SAY, families, visitors, and community member's engagement in the</p>	

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	<p>Demonstrates collaboration skills to include listening/ communication, decision-making, goal setting, and conflict resolution.</p> <p>Participates in a range of community events relevant to SAY and family interests.</p> <p>Identifies strategies that promote family communication and collaboration skills.</p>	<p>Demonstrates collaboration skills to include listening/ communication, decision-making, goal setting, and conflict resolution.</p> <p>Participates in a range of community events relevant to SAY and family interests.</p>	<p>Identifies collaboration skills to include listening/ communication, decision-making, goal setting, and conflict resolution.</p> <p>Identifies community events relevant to SAY and family interests.</p>	<p>SAY program.</p> <p>Demonstrates a lack of collaboration skills.</p> <p>Engages in behaviors lacking in professional disposition at community events relevant to SAY and family interests.</p>	
<p><b>SAYD FCR4</b> Collaborates with community organizations and allies to support and promote the positive developmental trajectories of SAY and their families.</p>	<p>Collaborates with local leaders/ stakeholders, and community organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies and connects SAY and families to resources that are responsive to their unique needs.</p> <p>Empowers families to collaborate with key community institutions.</p>	<p>Collaborates with local leaders/ stakeholders, and community organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies and connects SAY and families to resources that are responsive to their unique needs.</p>	<p>Communicates with local leaders/ stakeholders and community organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies resources that are responsive to the unique needs of SAY and families.</p>	<p>Identifies local leaders/ stakeholders and community organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies resources that are not related to the needs of SAY and families.</p>	
<p><b>SAYD FCR5:</b> Collaborates with SAY and families when creating programs, environments, and curriculum.</p>	<p>Collaborates with families, school-age, and youth to design activities that reflect, support, and are suited to the developmental strengths and opportunities for growth, abilities, interests, ages, languages, and cultures of school-age and youth.</p> <p>Draws on the backgrounds of school-age, youth, and families</p>	<p>Collaborates with families, school-age, and youth to design activities that reflect, support, and are suited to the developmental strengths and opportunities for growth, abilities, interests, ages, languages, and cultures of school-age and youth.</p> <p>Draws on the backgrounds of school-age, youth, and families when creating programs,</p>	<p>Identifies strategies to collaborate with families, school-age, and youth to design activities that reflect, support, and are suited to the developmental strengths and opportunities for growth, abilities, interests, ages, languages, and cultures of school-age and youth.</p> <p>Draws on the backgrounds of school-age, youth, and families when creating programs,</p>	<p>Designs activities that reflect, support, and are suited to the developmental strengths and opportunities for growth, abilities, interests, ages, languages, and cultures of school-age and youth in absence of collaboration with families, school-age, and youth.</p> <p>Creates programs,</p>	

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	<p>when creating programs, environments, and curriculum.</p> <p>Supports colleagues in developing collaboration skills.</p>	<p>environments, and curriculum.</p>	<p>environments, or curriculum.</p>	<p>environments, and curriculum in absence of collaboration with families, school-age, and youth.</p>	
<p><b>SAYD FCR6:</b> Develops a professional plan for creating and maintaining collaborative relationships with families, schools, and community organizations.</p>	<p>Identifies evidence-based practices supportive of cultivating a range of professional relationships with families, schools, and community organizations.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</p> <p>Supports colleagues in developing and implementing their professional plan.</p>	<p>Identifies evidence-based practices supportive of cultivating a range of professional relationships with families, schools, and community organizations.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</p>	<p>Identifies practices supportive of cultivating a range of professional relationships with families, schools, or community organizations.</p> <p>Develops a professional plan for creating relationships with families, schools, and community organizations.</p>	<p>Applies practices inaccurately or engages in unprofessional relationships.</p> <p>Develops a professional plan that is incomplete or unlikely to attain desired goals.</p>	
<p><b>SAYD FCR7:</b> Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate.</p>	<p>Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate.</p> <p>Demonstrates collaborative skills when working with people in systems and institutions that affect school-age and youth.</p> <p>Identifies and implements strategies that support family partnership with key community institutions.</p>	<p>Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate.</p> <p>Demonstrates collaborative skills when working with people in systems and institutions that affect school-age and youth.</p>	<p>Communicates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate.</p> <p>Demonstrates communication skills when working with people in systems and institutions that affect school-age and youth.</p>	<p>Engages in interactions with families and schools that undermine the needs of SAY.</p> <p>Demonstrates a lack of collaborative skills when working with people in systems and institutions that affect school-age and youth.</p>	

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<p><b>SAYD FCR8:</b> Designs and advocates for, in partnership with families and community-based organizations, appropriate services for SAY.</p>	<p>Develops behaviors, policies, materials/resources, processes, programs, and communication that are intentionally inviting for diverse school-age, youth, families, staff, and community members.</p> <p>Anticipates and accommodates the communication needs of families and community members through the use of technology and translation services.</p> <p>Discusses reasons, purpose, and strategies for collaborating with families and a multiplicity of community organizations.</p> <p>Supports families as advocates for supports, opportunities, and services for SAY.</p>	<p>Develops behaviors, policies, materials/resources, processes, programs, and communication that are intentionally inviting for diverse school-age, youth, families, staff, and community members.</p> <p>Anticipates and accommodates the communication needs of families and community members through the use of technology and translation services.</p> <p>Discusses reasons, purpose, and strategies for collaborating with families and a multiplicity of community organizations.</p>	<p>Develops behaviors, policies, materials/resources, processes, programs, and communication that are inviting for school-age, youth, families, staff, and community members.</p> <p>Anticipates the communication needs of families and community members through the use of technology and translation services.</p> <p>Identifies strategies for collaborating with families of community organizations.</p>	<p>Develops inaccurate or incomplete behaviors, policies, materials/resources, processes, programs, and communication for school-age, youth, families, staff, and community members.</p> <p>Uses technology and translation services that do not meet the needs of families and SAY.</p> <p>Identifies strategies that undermine collaboration with families and community organizations.</p>	
<p><b>SAYD FCR9:</b> Engages in strategies that are responsive to an identified SAY community need.</p>	<p>Identifies processes for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</p> <p>Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations</p> <p>Participates in an education/advocacy campaign related to school-age and youth.</p> <p>Mentors SAY, families, and colleagues in identifying and responding to community needs.</p>	<p>Identifies processes for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</p> <p>Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations</p> <p>Participates in an education/advocacy campaign related to school-age and youth.</p>	<p>Identifies strategies for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</p> <p>Explains the concept of lobbying.</p> <p>Identifies education/advocacy campaigns related to school-age and youth.</p>	<p>Identifies inaccurate strategies for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</p> <p>Provides an inaccurate explanation of the concept of lobbying.</p> <p>Inaccurately identifies education/advocacy campaigns related to school-age and youth.</p>	

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<p><b>SAYD FCR10:</b> Cultivates community relationships through developing skills as community members, engaging in relationship-building skills, participating in decision-making processing, understanding one’s rights and responsibilities as a community member.</p>	<p>Identifies a variety of circumstances that encourage the development of a sense of community, such as: understanding one’s rights and responsibilities as a community member, development of routines, rituals, and rites-of-passage, and taking the time to develop relationships.</p> <p>Utilizes strategies to build and strengthen personal and community relationships.</p> <p>Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, and financial literacy.</p> <p>Mentors SAY, families, and colleagues in cultivating meaningful community relationships.</p>	<p>Identifies a variety of circumstances that encourage the development of a sense of community, such as: understanding one’s rights and responsibilities as a community member, development of routines, rituals, and rites-of-passage, and taking the time to develop relationships.</p> <p>Utilizes strategies to build and strengthen personal and community relationships.</p> <p>Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, and financial literacy.</p>	<p>Identifies circumstances that encourage the development of a sense of community, such as: understanding one’s rights and responsibilities as a community member, development of routines, rituals, and rites-of-passage, and taking the time to develop relationships.</p> <p>Utilizes limited strategies to build and strengthen personal and community relationships.</p> <p>Identifies concepts to intentionally build skills in the areas of relationship building, community involvement, and financial literacy.</p>	<p>Engages in interactions that undermine a sense of community.</p> <p>Utilizes strategies that weaken personal and community relationships.</p> <p>Engages in interactions that impede relationship building, community involvement, and financial literacy.</p>	

Level 2—Yellow    Level 3—Green    Level 4—Orange    Level 5—Blue