

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

<b>SAYD Competencies</b>	<b>SAYD IRE1:</b> Establishes and models communication with all SAY that is positive, respectful and authentic. <b>SAYD IRE2:</b> Engages in interactions that support positive and future-oriented relationships with SAY.
<b>Original Gateways SAYD Benchmarks</b>	2-4A10, 2-4E25-28, 2-4G6, 2-4G7, 5E3
<b>IPTS</b>	2E, 3C, 3N, 5D, 5J, 5L, 5N, 5R, 7C, 7H, 7I, 7J, 10F
<b>NAA</b>	1, 2, 3, 5, 10, 11, 16, 18, 34
<b>COA</b>	3.01, 3.02, 3.03, 4.01, 4.02, 4.03, , 4.04, 6.01–6.06, 7.01–7.04, 11.04
<b>ACT Now</b>	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.
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**Social and Emotional Learning Skills**

- Essential social and emotional learning skills and competencies for managing relationships and what they look like in the classroom.
- Strategies that support learned self-efficacy
- Support for making choices through the co-creation community expectations and standards.

**SAYD Interactions, Relationships, and Environments Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD IRE1:</b> Establishes and models communication with all SAY that is positive, respectful and authentic.</p>	<p>Employs respectful, responsive, authentic, and inclusive conversation and listening skills.</p> <p>Modifies communication style to meet age, developmental, linguistic, cultural needs, and abilities of school-age and youth.</p> <p>Models inclusive, respectful, responsive, behavior.</p> <p>Supports colleagues and SAY leaders in developing and refining communication skills.</p>	<p>Employs respectful, responsive, authentic, and inclusive conversation and listening skills.</p> <p>Modifies communication style to meet age, developmental, linguistic, cultural needs, and abilities of school-age and youth.</p> <p>Models inclusive, respectful, responsive, behavior.</p>	<p>Employs appropriate language and communication.</p> <p>Initiates conversations and dialogue with school-age and youth.</p> <p>Models appropriate behavior.</p>	<p>Employs inappropriate language and communication.</p> <p>Does not initiate conversations and dialogue with school-age and youth.</p> <p>Models inappropriate behavior.</p>	
<p><b>SAYD IRE2:</b> Engages in interactions that support positive and future-oriented relationships with SAY.</p>	<p>Supports and affirms school-age and youth through positive interactions that convey respect and offer choices.</p> <p>Engages in interactions that reflect knowledge of individual personalities, developmental stage, culture, linguistic preferences, and ability.</p> <p>Collaborates with people and/or other resources (e.g. colleagues supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.</p> <p>Applies reflective practice to further develop and refine relationships.</p>	<p>Supports and affirms school-age and youth through positive interactions that convey respect and offer choices.</p> <p>Engages in interactions that reflect knowledge of individual personalities, developmental stage, culture, linguistic preferences, and ability.</p> <p>Collaborates with people and/or other resources (e.g. colleagues supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.</p>	<p>Engages in positive interactions.</p> <p>Identifies people and/or other resources (e.g. colleagues supervisors, internet, journals) to access support when confronting challenging situations.</p>	<p>Engages in challenging or adversarial interactions.</p> <p>Identifies people and/or other resources who are irrelevant or unlikely to provide support when confronting challenging situations.</p>	

Level 2—Yellow