

SAYD Interactions, Relationships, and Environments Assessment (Level 3)

IRE Educational Materials Project

SAYD Competencies	<p>SAYD IRE1: Establishes and models communication with all SAY that is positive, respectful and authentic.</p> <p>SAYD IRE2: Engages in interactions that support positive and future-oriented relationships with SAY.</p> <p>SAYD IRE3: Supports SAY in being active and engaged within their local community the larger world thorough service learning, exposure to current events, and informed advocacy.</p> <p>SAYD IRE4: Identifies and supports communication strategies and skills with SAY, based on evidence-based practice.</p> <p>SAYD IRE5: Cultivates relationships within an experiential learning environment to support SAY skills development in the areas of identifying and reflecting on issues that are relevant and personally meaningful to them.</p> <p>SAYD IRE6: Creates a respectful environment of high support and high challenge to support SAY positive interactions, goal attainment, decision-making, and problem-solving.</p>
Original Gateways SAYD Benchmarks	2-4A10, 2-4E25-28, 2-4G6, 2-4G7, 5E3, 2-4B7, 2-4E29, 2-4E31, 2-4E32, 5E32, 2-4A34, 2-4B26, 2-4E43, 5E4, 5E21, 5G4, 2-4A33, 2-4B8, 2-4E, 20-24, 2-4E41, 2-4E42, 5B58, 5B59, 5E22, 5E36, 5E37, 2-4A30, 2-4A33, 2-4E11-13, 2-4E33-35, 5A3, 5E15, 5E16, E38, E39
IPTS	1A, 1C, 2D, 1G, 2E, 3C, 3G, 3N, 4C, 4L, 4N, 5A, 5B, 5C, 5D, 5G, 5J, 5K, 5L, 5N, 5R, 6A, 6B, 6G, 7C, 7F, 7H, 7I, 7J, 9E, 10B, 10F
NAA	1, 2, 3, 5, 6, 7, 10, 11, 15, 16, 17, 18, 34
COA	3.01–3.04, 4.01–4.04, 4.06, 5.02, 5.06, 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, 15.4, 22.1-22.4, 25.1-25.5, 6.02-6.06, 7.01-7.04, 19.1, 25.1-25.5, 1.1, 1.5, 2.1, 2.4, 11.1, 18.1-18.6, 20.1-20.4, 21.1, 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 3.03, 3.04, 5.03, 16.3, 23.1-23.4, 25.1-25.5, 1.1, 22.1-22.4, 24.1-24.10

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.

Responsive 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.
- Using problem posing prompts and questioning supportive of discussion that connects school-age and youth interests with current events and community issues.
- Skills supporting school-age and youth in developing dialogue, compassionate listening, resolution, and restitution skills.

Positive Interactions

- Conveying respect and offering choices
- Engaging in culturally, linguistically, and individually respectful interactions
- Engaging in positive collaboration
- Successfully resolving challenging situations

Promoting Active and Engaged Interactions

- Using active learning strategies to support community engagement
- Cultivating a safe, nonjudgmental learning environment
- Promoting an open exchange of ideas, opinions, perspectives, and knowledge

Supporting Positive Communication

- Promoting respectful, compassionate, and empathetic relationships
- Promoting group communication
- Supporting cooperative skills

Creating Engaging Experiential Learning Environments

- The role of the practitioner as a facilitator engaged in the experiential learning process
- The role of the practitioner is facilitating group work
- The role of the practitioner in capitalizing on teachable/learning moments

Curriculum

- Effective practices, philosophies, models, and theories that support the development of respectful, compassionate, and empathetic relationships with and between school-age and youth.
- Strategies that provide opportunities to share ideas, opinions, perspectives, and knowledge in an open, safe, and non-judgmental environment
- Strategies that allow school-age and youth to explore their capacities for contributing to the community and larger world.
- Strategies to support school-age and youth in identifying strengths, interests, and skills that connect to their future plans and goals.
- How to capitalize on teachable moments by facilitating reflection, application or learning, and group work with school-age and youth.
- How to create environments that are reflective and supportive of school-age and youths' culture, language, socioeconomic and environmental factors.
- The importance of including experiential learning opportunities.
- Strategies for developing learning environments where school-age and youth participate democratically are engaged in issues that affect their lives, and craft solutions to pressing challenges.
- How to create learning environments that support school-age and youth in developing reflective judgement and decision-making skills and in identifying their learning style preferences, passions and interests.
- How to create environments and activities supportive of leadership skills and empowerment where school-age, youth, and staff collaboratively share in the physical, emotional, and social maintenance of the community through structured activities, opportunities and spontaneous actions.
- Strategies to develop and adapt learning environments and interventions for school-age and youth based on assessment of their physical, social, and environmental assets and risk factors.
- Strategies to develop experiential activities and methods of open ended questioning, group discussion, problem solving, cooperative play, community service, and guided and self-directed experiences to engage school-age and youth responsibility, creativity, self-discipline, social interactions, citizenship, leadership development, and a sense of belonging.
- How to create environments that are infused with positive guidance techniques, rules, routines, rituals, space, and materials designed to guide positive behavior and interactions.

SAYD Interactions, Relationships, and Environments Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD IRE1: 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>SAYD IRE2: 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>	

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<p>SAYD IRE3: Supports SAY in being active and engaged within their local community the larger world thorough service learning, exposure to current events, and informed advocacy.</p>	<p>Employs active learning strategies to engage SAY in community issues, current events, and advocacy issues.</p> <p>Creates an open, safe, non-judgmental learning environment that cultivates SAY sharing of ideas, opinions, perspectives, and knowledge.</p> <p>Identifies strategies to continue to cultivate SAY community engagement and empowerment.</p>	<p>Employs active learning strategies to engage SAY in community issues, current events, and advocacy issues.</p> <p>Creates an open, safe, non-judgmental learning environment that cultivates SAY sharing of ideas, opinions, perspectives, and knowledge.</p>	<p>Identifies community issues, current events, and advocacy issues SAY may be interested in.</p> <p>Creates a learning environment where SAY share of ideas, opinions, perspectives, and knowledge.</p>	<p>Creates an SAY environment that lacks attention to the broader community.</p> <p>Creates a learning environment that inhibits SAY sharing of ideas, opinions, perspectives, and knowledge.</p>	
<p>SAYD IRE4: Identifies and supports communication strategies and skills with SAY, based on evidence-based practice.</p>	<p>Identifies effective practices, philosophies, models, and theories that support the development of respectful, compassionate, and empathetic relationships with school-age and youth.</p> <p>Develops and implements strategies to promote group communication (e.g., dialogue, reflection, listening, and sharing) and complex communication skills (e.g. assertiveness, conflict resolution, dialogue, and positive decision making).</p> <p>Models cooperative skills such as negotiating, compromising, and problem solving while working in pairs or small groups.</p> <p>Justifies selection of communication strategies and skills with evidence-base.</p>	<p>Identifies effective practices, philosophies, models, and theories that support the development of respectful, compassionate, and empathetic relationships with school-age and youth.</p> <p>Develops and implements strategies to promote group communication (e.g., dialogue, reflection, listening, and sharing) and complex communication skills (e.g. assertiveness, conflict resolution, dialogue, and positive decision making).</p> <p>Models cooperative skills such as negotiating, compromising, and problem solving while working in pairs or small groups.</p>	<p>Identifies effective practices that support the development of respectful, compassionate, and empathetic relationships with school-age and youth.</p> <p>Develops and implements strategies to promote group communication (e.g., dialogue, reflection, listening, and sharing) or complex communication skills (e.g. assertiveness, conflict resolution, dialogue, and positive decision making).</p> <p>Identifies cooperative skills such as negotiating, compromising, and problem solving.</p>	<p>Develops settings and learning environments undermines communication skills.</p>	

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<p>SAYD IRES: Cultivates relationships within an experiential learning environment to support SAY skills development in the areas of identifying and reflecting on issues that are relevant and personally meaningful to them.</p>	<p>Describes and exemplifies the role and skill set of a facilitator who engages in experiential learning processes, is committed to facilitating group work, and is engaged in recognizing and capitalizing on teachable/learning moments with SAY.</p> <p>Identifies skills and strategies that empower SAY to identify goals, engage in decision-making, reflect on personal strengths and opportunities for growth, and identify issues of personal meaning and importance.</p> <p>Supports SAY in developing and cultivating self-reflective skills.</p>	<p>Describes and exemplifies the role and skill set of a facilitator who engages in experiential learning processes, is committed to facilitating group work, and is engaged in recognizing and capitalizing on teachable/learning moments with SAY.</p> <p>Identifies skills and strategies that empower SAY to identify goals, engage in decision-making, reflect on personal strengths and opportunities for growth, and identify issues of personal meaning and importance.</p>	<p>Describes the role and skill set of a facilitator who engages in experiential learning processes, is committed to facilitating group work, and is engaged in recognizing and capitalizing on teachable/learning moments with SAY.</p> <p>Identifies limited skills or strategies that empower SAY to identify goals, engage in decision-making, reflect on personal strengths and opportunities for growth, and identify issues of personal meaning and importance.</p>	<p>Describes and exemplifies roles and skills sets that are unlikely to support responsive learning environments, engaged group work, and teacher/learner responsiveness.</p> <p>Identify skills and strategies undermine SAY goals, decision-making, and the capacity to identify strengths opportunities for growth, and issues of personal meaning and importance.</p>	

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<p>SAYD IRE6: Creates a respectful environment of high support and high challenge to support SAY positive interactions, goal attainment, decision-making, and problem-solving.</p>	<p>Creates an environment that respects boundaries through consistent use of positive guidance techniques, rules, routines, rituals, space, and materials designed to guide positive behavior and interactions.</p> <p>Co-creates culturally responsive community expectations and standards with school-age and youth that facilitate learning, development, and goal attainment.</p> <p>Designs a learning setting that that cultivates the use of SAY critical thinking, decision-making, and problem-solving skills.</p> <p>Identifies and disseminates strategies that cultivates family members ability to support SAY positive interactions, goal attainment, decision-making, and problem-solving.</p>	<p>Creates an environment that respects boundaries through consistent use of positive guidance techniques, rules, routines, rituals, space, and materials designed to guide positive behavior and interactions.</p> <p>Co-creates culturally responsive community expectations and standards with school-age and youth that facilitate learning, development, and goal attainment.</p> <p>Designs a learning setting that that cultivates the use of SAY critical thinking, decision-making, and problem-solving skills.</p>	<p>Creates boundaries within and environment through consistent use of rules, routines, rituals, space, and materials.</p> <p>Creates culturally responsive community expectations and standards.</p> <p>Designs a learning setting that that cultivates the use of SAY critical thinking, decision-making, or problem-solving skills.</p>	<p>Creates an environment that undermines SAY positive interactions, goal attainment, decision-making, and problem-solving.</p> <p>Creates community expectations and standards that lack attention to cultural composition.</p> <p>Designs a learning setting that that undermines SAY critical thinking, decision-making, or problem-solving skills.</p>	

Level 2—Yellow Level 3—Green