

# Partnership-Oriented Practices: Observation Checklist

## Part 1: Developing an Initial Friendly Relationship (Beginning Ground)

	Libby & Kim Video Make a check mark in the box if you observe an example	Maggie & Latesha Video Make a check mark in the box if you observe an example
<b>Enhanced Communication</b>		
1. Asking families open-ended questions about the people, places, and activities that are important to them.		
2. Listening to families' perspectives without sharing your own opinions first.		
Make notes about examples of <b>enhanced communication</b> you observed:		
<b>High Expectations</b>		
3. Asking families what they see as their child's strengths and sharing your observations.		
4. Celebrating with families as the child meets milestones.		
Make notes about examples of <b>high expectations</b> you observed:		
<b>Respect</b>		
5. Listening to families with particular attention to how what families share may reflect cultural values.		
6. Asking how you should address members of the family.		

<b>Libby &amp; Kim Video</b> Make a check mark in the box if you observe an example	<b>Maggie &amp; Latesha Video</b> Make a check mark in the box if you observe an example
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Make notes about examples of <b>respect</b> you observed:		
<b>Commitment</b>		
7. Holding meetings at times and places suited to families' needs and availability whenever possible.		
Make notes about examples of <b>commitment</b> you observed:		
<b>Equality</b>		
8. Asking families' opinions about goals for the child.		
Make notes about examples of <b>equality</b> you observed:		
<b>Advocacy</b>		
9. Asking families how they have been involved in educational decision-making in the past.		
Make notes about examples of <b>advocacy</b> you observed:		

Part 2: Making Shared Decisions (Middle Ground)

	Libby & Kim Video Make a check mark in the box if you observe an example	Maggie & Latesha Video Make a check mark in the box if you observe an example
<b>Enhanced Communication</b>		
10. Incorporating into conversations with families references to stories and information that they have shared in the past to let them know that you have listened to them, and taking into consideration what they have shared with you.		
11. Sharing your opinions with families and seeking to find common ground.		
Make notes about examples of <b>enhanced communication</b> you observed:		
<b>High Expectations</b>		
12. Focusing on the child's strengths and not just the child's needs.		
13. Giving families information about research-based interventions that have been used to help children in similar circumstances succeed.		
Make notes about examples of <b>high expectations</b> you observed:		
<b>Respect</b>		
14. Asking families what is important to know about their culture, celebrations, and customs, and showing genuine interest.		
15. Communicating about how an intervention program at the preschool is generalizing to the home setting and vice versa.		
Make notes about examples of <b>respect</b> you observed:		

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<b>Commitment</b>		
16. When addressing behavior problems, exploring with the family mutual changes, both at home and at the program, to resolve the problem.		
Make notes about examples of <b>commitment</b> you observed:		
<b>Equality</b>		
17. Ensuring that families have adequate time to share strategies they are using before making any decisions.		
Make notes about examples of <b>equality</b> you observed:		
<b>Advocacy</b>		
18. Sharing tips with families for how they can be more effective advocates.		
Make notes about examples of <b>advocacy</b> you observed:		

Part 3: Addressing Challenging Issues (Firm Ground)

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<b>Enhanced Communication</b>		
19. When discussing challenging issues with families, encouraging them to share additional family stories that relate to the challenging issue.		
20. When dealing with challenging issues, seeking families' input on topics when there are substantial differences that need to be openly addressed.		
Make notes about examples of <b>enhanced communication</b> you observed:		
<b>High Expectations</b>		
21. When sharing difficult news, reminding families of the family's and child's strengths that will help the child through difficult times.		
22. Letting families know that that the timeline for reaching some of the anticipated goals will likely take longer than expected, but that you remain firm in your belief that their child will be able to be successful in the long-run.		
Make notes about examples of <b>high expectations</b> you observed:		
<b>Respect</b>		
23. Examining how cultural differences may be contributing to differences of opinion about the child's program, and discussing ways to find options that are responsive to families' cultural values.		
24. Being persistent about communicating with the family, even when they have not been responsive thus far.		

Libby & Kim Video	Maggie & Latesha Video
Make a check mark in the box if you observe an example	Make a check mark in the box if you observe an example

Make notes about examples of **respect** you observed:

	Make a check mark in the box if you observe an example	
<b>Commitment</b>		
25. Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child.		
Make notes about examples of <b>commitment</b> you observed:		
<b>Equality</b>		
26. Involving families in all decisions about their child (for example, the decision for referral for a comprehensive evaluation).		
Make notes about examples of <b>equality</b> you observed:		
<b>Advocacy</b>		
27. Sharing with families local resources for developing advocacy skills, and pointing out the positive benefits of involvement.		
Make notes about examples of <b>advocacy</b> you observed:		