

Next Steps NH Family and Student Engagement Skills Checklist

Staff Member _____

Contact _____

Observer/Coach _____

Date(s) _____

Having the student and family involved in every stage of the process of planning for life after high school promotes attainment of positive post-school outcomes for youth.

By using a practice checklist related to family and student engagement, a staff person has the opportunity to review and reflect on the extent he or she used specific practices, note areas of mastery, and identify areas requiring further practice. A practitioner may use this for self-assessment. A preferred approach is that a coach or peer use the checklist to provide specific feedback following observation. It should be used to review what happened during a specific interaction, to reflect on what practices were used and which were not, and to assess the staff person's mastery and deep understanding of the practice.

This practice checklist is specifically related to Next Steps NH Courses 1 thru 3. More information about specific trainings can be found at www.nextsteps-nh.org.

The checklist can be completed by indicating the extent to which each of the following practices was used with the student or family:

- | | |
|---|---|
| 1 = Yes, the practice was used consistently | 2 = Practice was used partially, sometimes done |
| 3 = Practice was not used, opportunity missed | 4 = NA, no opportunity to use the practice |

To what extent did the high school staff person:	Rating	Example/Comment/Reflection
1. Prepare the student to participate.		
2. Prepare the family to participate.		
3. Welcome the student and family.		
4. Listen and respond to student and/or family interest, concerns & requests.		
5. Ask for clarification when needed.		
6. Treat student and family with dignity and respect in terms of personal, family, or cultural differences and preferences.		
7. Work towards consensus in shared decision-making.		
8. Check for understanding about the transition process in general, including special education transition processes when applicable, with a minimum of jargon, lingo, and acronyms.		
9. Demonstrates flexibility and responsiveness to the student and family's situation.		
10. Revise previous plans if needed, based on relevant informal and formal data, to better meet the student's needs.		

References:

1. *RENEW Capacity Building Checklist*
2. Participatory Adult Learning Strategy (PALS), Copyright © 2013. Smoky Mountain Research Institute, Asheville and Morganton, North Carolina. All rights reserved. For more information about PALS visit <http://nextsteps-nh.org/about-us/implementation-science-and-pals/>