

F.L.A.I.R. DATA COLLECTION FORM 15

FAMILY PERFORMANCE INDICATOR F-1: Family Transition Activities

Project No.: _____

Project Name: _____

Participating Family <i>Reported using the</i> Primary Adult Name (Last, First)	Primary Adult ID #	Transition Type #1		Transition Type #2		Transition Type #3		Transition Type #4	
		Code #	# Activities Attended	Code #	# Activities Attended	Code #	# Activities Attended	Code #	# Activities Attended

FAMILY PERFORMANCE INDICATOR F-1: Family Transition Activities

Key for Transition Type Code Numbers

Record the appropriate code number for each type of transition reported

TYPES OF TRANSITION ACTIVITIES

<u>CODE #</u>	<u>TRANSITION TYPES</u>
01	Horizontal Transitions (<i>e.g., between Even Start and Head Start or day care</i>)
02	Vertical Transitions (<i>e.g., between basic adult literacy to GED preparation class</i>)
03	Home-to-Program Transitions (<i>e.g., between home and preschool, between home and day care</i>)
04	Children-to-School Transitions (<i>e.g., between Pre-K to Kindergarten class</i>)
05	Employment Transitions (<i>e.g., between unemployed to part-time employment</i>)
06	Family Transitions—Status (<i>e.g., divorce, birth, death, domestic abuse, serious illness</i>)
07	Family Transitions—Housing (<i>e.g., moving into a more/less suitable dwelling</i>)
08	Family Transitions—Transportation (<i>e.g., getting a car so can now attend program, loss of formerly available transportation</i>)
09	Family Transitions—Structure (<i>e.g., change of primary adult</i>)
10	Family Transitions—Immigration (<i>e.g., change from undocumented to documented</i>)
11	Family Transitions—Health (<i>e.g., puberty, pregnancy, health concerns, toilet training</i>)
12	Family Transitions—Mental Health (<i>e.g., self-esteem, obtaining help</i>)
13	Family Transitions—Financial (<i>e.g., improvement/decrease in family economic resources</i>)
14	School Transitions—Relocation (<i>e.g., moving from one school to another because of residency change or redistricting.</i>)

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PERFORMANCE INDICATOR F-2: Interactive Parents-Children Behaviors

Project No.: _____

Project Name: _____

Primary Adult Name (Last, First) <i>Child's Name (Last, First)</i>	Primary Adult ID #	Participating Child ID #	Behavior #1		Behavior #2		Behavior #3	
			Behavior Code #	Behavior Demonstrated	Behavior Code #	Behavior Demonstrated	Behavior Code #	Behavior Demonstrated
				yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>
				yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>
				yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>
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				yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>
				yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>
				yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>
				yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>
				yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>		yes <input type="checkbox"/> no <input type="checkbox"/>

PERFORMANCE INDICATOR F-2: Interactive Parents-Children Behaviors

Key for Behavior Code Numbers

Record the appropriate code number in the appropriate column.

SUPPORT AGE-APPROPRIATE LANGUAGE DEVELOPMENT, LITERACY, READING, & WRITING

<u>Behavior Code #</u>	<u>Family Interactive Behaviors</u> (adults/parents and children)
101	Talks and listens, this includes: <i>(parent responding to or repeating child utterance/talking, asking questions, singing, reciting nursery rhymes, expanding on child's responses, and describing everyday tasks)</i>
102	Tells/Shares stories or parts of stories <i>(e.g., oral stories about everyday/special events, tells pretend stories, and acts out stories through drama, feltboard or puppets)</i>
103	Reads environmental print (e.g., menus, food-container labels, street signs, posters on buses)
104	Shares non-fiction books/other reading materials <i>(e.g., pointing and looking at pictures, discussing pictures, relating what is read to real-life situations, asking/answering questions about vocabulary words, and asking simple or complex questions concerning the content)</i>
105	Shares fiction books/other reading materials <i>(e.g., pointing and looking at pictures, discussing pictures, repeating familiar phrasing, finishing sentences, asking/answering questions about vocabulary words, discussing the progression of the story sequence, elaborating on storylines, relating what is read to real-life situations, and asking simple or complex questions concerning the story's content)</i>
106	Pretends to read to adult <i>(e.g., reciting large sections of a book, reciting the entire book, and pointing and looking at pictures)</i>
107	Does joint writing activities <i>(e.g., scribbling or drawing together and shared journals)</i>
108	Does joint art/craft or cooking activities <i>(e.g., coloring, cooking, cutting and assembling)</i>

SUPPORT CHILDREN'S DEVELOPMENT THROUGHOUT ALL AGE GROUPS

<u>Behavior Code #</u>	<u>Family Interactive Behaviors</u> (adults/parents and children)
201	Talks on a regular basis <i>(e.g., adult/child discuss what happened today, what was on the news, books that they have read, and TV shows or movies they have watched)</i>
202	Plays together in activities selected/initiated by the child <i>(e.g., board games and age-appropriate toys)</i>
203	Supports creative expression <i>(e.g., pretend play, art, singing, dancing, music, and humor)</i>
204	Supports age-appropriate behavior in social situations

Key for Behavior Code Numbers (continued)

Record the appropriate code number in the appropriate column.

SUPPORT SETTING LIMITS AND STRUCTURES FOR CHILDREN

<u>Behavior Code #</u>	<u>Family Interactive Behaviors</u> (adults/parents and children)
301	Develops age-appropriate routines with children (<i>e.g., bedtime, getting to places on time, mealtimes, and homework vs. playtime</i>)
302	Works on mastering age-appropriate self-help skills (<i>e.g., getting dressed, selecting clothes to wear, washing hands, brushing teeth, fixing hair, self-bathing, cleaning</i>)
303	Monitors TV watching and playing video games (on TV or computer)
304	Provides opportunities for children to make age-appropriate choices within limits
305	Employs problem-solving strategies
306	Uses communication patterns that demonstrate mutual respect
307	Provides consistent, supportive, and appropriate discipline
308	Employs age-appropriate techniques when separating from child

SUPPORT CHILDREN'S EDUCATION IN SCHOOLS AND PROGRAMS

<u>Behavior Code #</u>	<u>Family Interactive Behaviors</u> (adults/parents and children)
401	Talks to children daily about their day at school/program
402	Monitors their children's homework
403	Attends school/program family-based activity events
404	Talks with children about communications sent home from the school or program, either through the child or mail
405	Solicits appointments and arranges for transportation

USES COMMUNITY RESOURCES TOGETHER

<u>Behavior Code #</u>	<u>Family Interactive Behaviors</u> (adults/parents and children)
501	Helps children select materials at the library
502	Participates in a family activity at the library
503	Attends a community or cultural event (<i>e.g., play or concert</i>)
504	Accesses recreational activities in parks, forest preserves, park districts, pools, beaches, etc.
505	Visits museums or cultural centers
506	Accomplishes household routines using community resources (<i>e.g., going to the grocery store, Laundromat, post office, hair salon/barber shop, and bank</i>)
507	Participates in a community group

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PERFORMANCE INDICATOR F-3: Family- and Community-Related Goals

Project No.: _____

Adult Name: (last) _____ (first) _____

Project Name: _____

Adult ID #: _____

Family/ Community Goal <i>Write in Code # from Key</i>	Date Goal Set	Timeframe for Attainment <i>For each goal, please check (✓) off <u>only one</u> column.</i>			Extent of Goal Attainment <i>Check only one column.</i>				Date of Assessment	Notes
		1-3 mo.	4-6 mo.	7-12 mo.	None (1)	Some (2)	Full (3)	N.A. (4)		

PERFORMANCE INDICATOR F-3: Family and Community-Related Goals**Key for Goal Codes**

Record the appropriate code number in the first column.

GOAL CATEGORY: FAMILY NEEDS

<u>Code #</u>	<u>Family-Related Goals</u>
30	Family Health <i>(e.g., maintain children's immunizations, maintain an ongoing relationship with one physician or a physicians' group or a dentist, have appropriate medical screenings and access identified treatment as indicated, make and keep regular medical/dental/therapy appointments, get and take medicine as prescribed, and improve health and safety habits-- for example, smoking reduction, nutrition, exercise, hygiene, car safety)</i>
31	Physical Environment <i>(e.g., obtain housing that meets a family's needs, have access to a phone, and improve housing conditions—for example, make the household safer)</i>
32	Family Management <i>(e.g., have appropriate child care on an ongoing basis or for emergencies, balance available income with monetary needs, increase financial resources, manage time commitments, and use problem-solving skills in a specified context)</i>
33	Family Unit <i>(e.g., spend more time together, do more things "as a family," create nurturing and pleasant relationships, conduct family meetings, visit extended family together, take a family vacation)</i>
34	Family Structure <i>(e.g., resolve custody issues, maintain family unity, get married, improve relationships with extended family, adjust to death of family member(s))</i>
35	Family Education <i>(e.g., support child's education or development, including accessing additional services or helping with homework)</i>
36	Family Mental Health <i>(e.g., seek needed help, support family members' needs)</i>
37	Family Legal Status <i>(e.g., complete forms/attend appointments for immigration)</i>

Key for Goal Codes (continued)

Record the appropriate code number in the first column.

GOAL CATEGORY: COMMUNITY INVOLVEMENT-RELATED GOALS

<u>Code #</u>	<u>Active Participation in the Community Goals</u>
40	Participate in the community and neighborhood <i>(e.g., enroll in/attend a citizenship class, take the INS Test for Citizenship, get a voter registration card, vote for the first time, and communicate in writing or orally with a political/civic office or media source)</i>
41	Volunteer for community service <i>(e.g., a faith-based organization, neighborhood event, school, hospital, the family literacy program, and community center)</i>
42	Join a neighborhood organization <i>(e.g., a parent-teacher organization, neighborhood watch program, and a school advisory committee)</i>
43	Attend a community or cultural event
44	Attend family-school activities
45	Make new friends
46	Have better communication/interaction with neighbors

<u>Code #</u>	<u>Building Greater Mobility in the Community Goals</u>
50	Obtain a driver's permit
51	Get a driver's license
52	Get or have access to a car for the first time
53	Use public transportation to new destination <i>(e.g., to work, to the program, and to neighborhood sites)</i>
54	Follow directions <i>(e.g., oral, written, graphics/maps, and schedules)</i>
55	Secure reliable transportation for essential purposes <i>(Essential refers to necessary purposes, e.g., using transportation to get to a doctor's office or work site)</i>
56	Obtain a State ID
57	Apply for/Obtain U.S. citizenship

Key for Goal Codes (continued)

Record the appropriate code number in the first column.

<u>Code #</u>	<u>Accessing Resources in the Community Goals</u>
60	Independently use library services and programs
61	Attend school/park district/community center programs
62	Independently visit museum or cultural centers
63	Use recreation facilities (<i>e.g., beaches, forest preserves, pools, and parks</i>)
64	Build relationships (<i>e.g., with neighbors, clergy, and program/agency staff</i>)
65	Access services(s) available to meet critical needs (<i>e.g., fire/police, emergency childcare, emergency health care, emergency housing, mental-health care, domestic violence shelters, food pantry, substance abuse programs, tenant-rights organizations, and clothes closets</i>)
66	Obtain library card
67	Access stores/shopping