

DEC Recommended Practices in the FAMILY Domain Cross-Referenced with ECTA Performance Checklists (10/13/16)

DEC Recommended Practices - FAMILY										
Family-Centered Practices Checklist #1 Items	1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.	2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.	3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.	4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.	5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.	6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.	7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.	8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.	9. Practitioners help families know and understand their rights.	10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.
1. Treat family members in ways that are respectful of personal and cultural beliefs and practices	✓									
2. Provide family members complete and unbiased information in order to make informed choices		✓								
3. Be responsive to the family's unique life circumstances			✓							
4. Be nonjudgmental in terms of family choices and decisions	✓		✓							
5. Together with the family develop a plan that is responsive to family concerns and priorities				✓						
6. Work with the family in a collaborative manner to obtain family prioritized supports and resources				✓			✓			
7. Use family member strengths and existing abilities as part of obtaining resources and supports					✓					

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8. Provide family members support and guidance as part of their engagement in obtaining supports and resources							✓			

DEC Recommended Practices - FAMILY

Informed Family Decision-Making Practices Checklist #2 Items	1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.	2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.	3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.	4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.	5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.	6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.	7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.	8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.	9. Practitioners help families know and understand their rights.	10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.
1. Interact with the parents in ways that are sensitive and responsive to the family's unique situation	✓		✓							
2. Engage the parents in descriptions of their concerns and priorities, including their interests and aspirations for the family and their children			✓	✓						
3. Engage the parents in identifying family concerns, priorities, and circumstances that are most important to them			✓	✓						
4. Summarize the parent-identified concerns and priorities in a way that provides opportunities for the parents to set goals and desired outcomes		✓		✓						
5. Engage the parents in descriptions of the types of supports and resources that would most helpful for achieving identified goals and outcomes				✓			✓			

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6. Provide the parents information about additional supports and resources they might consider to achieve identified goals and outcomes		✓		✓						
7. Together with the parents, develop and implement an intervention plan to mobilize or obtain identified supports and resources				✓			✓			

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Family Engagement Practices Checklist #3 Items	1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.	2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.	3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.	4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.	5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.	6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.	7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.	8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.	9. Practitioners help families know and understand their rights.	10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.
1. Use the Informed Family Decision-Making Practices checklist to identify family member concerns and priorities		✓				✓				
2. Engage family members in identifying and evaluating the pros and cons of different options for addressing family-identified concerns and priorities		✓		✓						
3. Together with family members, develop a plan to obtain identified resources and supports			✓	✓						
4. Engage family members in identifying the steps or actions to implement the plan				✓						
5. Engage family members in identifying which steps or actions will be done independently by the family and which steps or actions will be done in collaboration with a practitioner				✓	✓					

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6. Implement the steps or actions and together with the family review and revise the courses-of-action as necessary				✓		✓				

DEC Recommended Practices - FAMILY

Family Capacity-Building Practices Checklist #4 Items	1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.	2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.	3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.	4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.	5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.	6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.	7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.	8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.	9. Practitioners help families know and understand their rights.	10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.
	1. Describe the use and benefits of everyday activities as sources of child learning opportunities	✓								
	2. Illustrate or demonstrate child engagement in everyday activities	✓								
	3. Describe and illustrate the importance of child interests and preferences in promoting child learning	✓								
	4. Use an everyday activity checklist to have a parent select which activities would be easiest for the parent to use	✓				✓	✓			
	5. Together with the parent, engage the child in a familiar everyday activity					✓				
	6. Provide supportive guidance and suggestions to the parent as necessary				✓					
	7. Illustrate or demonstrate how adult responsiveness to child behavior is used to promote child learning in everyday activities	✓								

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8. Together with the parent, identify five or six everyday activities that will be used as child learning opportunities					✓	✓				
9. Engage the parent in conversations about which activities will be used for child learning and which parent responses will be used to promote learning					✓	✓				