

Slide Handouts: Family – Gathering the Information Part 1



Recommended Practices Modules

Module 5

Module 5: Lesson 2

Family: Gathering the Information
Part 1

A series of four blue silhouettes of children at different stages of development: a crawling baby, a sitting baby, a toddler standing and holding a ball, and a young child walking and holding a ball.

Slide notes

Welcome to Module 5 Lesson 2. Family: Gathering the Information.


Lesson Objectives

- Identify families' unique circumstances
- Learn how to provide families with unbiased information and involve family members in decision-making
- Practice using strategies that build relationships with families and include participatory opportunities for caregivers that build on their parenting strengths and increase their competence and confidence

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Slide notes

In this lesson, you will identify practices that promote family-centeredness and family capacity-building, and will encourage positive parent-professional relationships. Specifically, you will learn about practices and strategies such as providing supportive feedback, asking questions, and treating families with dignity and respect, that promote the active participation of families in decision-making related to their children.



F1-10

DEC Recommended Practices

Module
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F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.

F2. 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.

F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.

F4. 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.

F5. 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.

F6. 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.

F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.

F8. 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.

F9. Practitioners help families know and understand their rights

F10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.

Download
Continue
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Slide notes

The 2014 DEC Recommended Practices include ten family practices. You can review them here. You may also download a copy of the practices to use during this lesson via the download button. Click continue when you are ready to move forward.

Three Themes: Family Practices



- Family-centered practices
- Building family capacity
- Family and professional collaboration

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Slide notes

In this lesson, we will learn about three key themes of family practices. They are family-centered practices, building family capacity, and family and professional collaboration. In this section, we will focus on the first theme.

Theme 1: Family-Centered Practices



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Slide notes

Theme One: Family-Centered Practices.

What Are Family-Centered Practices?

Family-centered practices:

- Treat families with dignity and respect
- Are individualized, flexible, and responsive to each family's unique circumstances, including respecting cultural differences
- Provide family members complete and unbiased information to make informed decisions
- Involve family members in acting on choices to strengthen child, parent, and family functioning

Continue

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Slide notes

Let's begin by taking a look at what comprises Family-centered Practices. Family-centered practices have 4 elements, which are described on the screen. When you are finished reviewing them, click "continue" to proceed

When to Use Family-Centered Practices?



Always!

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Slide notes

Family-centered practices should be used throughout a practitioner's interactions with families.

Family-Centered Practices Component

Dignity and Respect

- Assess the family's situation and goals
- Make sure that comments are nonjudgmental
- Be an active listener when families are talking



Slide notes

When meeting a new family, it is important to use practices that show respect and honor the family's dignity while also gathering important information about the family context and their hopes and dreams for their child.

Family-Centered Practices Component

Dignity and Respect

- Assess the family's situation and goals
- Make sure that comments are nonjudgmental
- Be an active listener when families are talking

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Slide notes

Treating families with dignity and respect means making sure that comments are nonjudgmental. It is important to think carefully about the way we use language with families. It is always best to spend more time listening than making suggestions. For example, a parent may have said at your last visit that they would contact a provider but when you return, they haven't done so. This may be frustrating, but it is important to ask the parent what might be a barrier for them and how might they overcome that barrier so they can make the call this week. It is important to not criticize the parent but to focus on how to help them meet this goal.

Family-Centered Practices Component

Dignity and Respect

- Assess the family's situation and goals
- Make sure that comments are nonjudgmental
- Be an active listener when families are talking

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Slide notes

Being an active listener when families are talking is a third means of showing respect and supporting their dignity.

Family-Centered Practices Component

Individualized, Flexible, Responsive, and Respectful

- Individualized
- Flexible
- Responsive to each family's unique circumstances
- Respectful of cultural differences



- Role of extended family
- Expectations for children
- Religious beliefs regarding having a child with a disability

F1, 3, 4

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Slide notes

The second component of Family Centered Practices is that they are individualized, flexible, and responsive to each family's unique circumstances, including respecting cultural differences. What works with one family may not work with another. Some families may want more suggestions or ideas from you than other families.

Family-Centered Practices Component

Individualized, Flexible, Responsive, and Respectful

- Individualized
- Flexible
- Responsive to each family's unique circumstances
- Respectful of cultural differences
 - Role of extended family
 - Expectations for children
 - Religious beliefs regarding having a child with a disability

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Slide notes

Some families may be more capable or experienced in seeking out resources or connections. A family who has lots of support from extended family in the same city may need less support than a single mom who has no family in town and no other informal supports. Some families may be more self-directed than others. It may be easier for them to find information. Others may count on you to help them find information and then help them process that information.

Family-Centered Practices Component

Individualized, Flexible, Responsive, and Respectful

- Individualized
- Flexible
- Responsive to each family's unique circumstances
- Respectful of cultural differences
 - Role of extended family
 - Expectations for children
 - Religious beliefs regarding having a child with a disability



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Slide notes

There are also cultural differences among families. Some families may differ on how much they expect extended family to be involved with their children. If there is an expectation that a child's grandmother will be a primary caregiver, that will affect how you work with the family. There are also cultural differences that affect parents' expectations for children. If you ask parents about their family and their hopes and dreams, you can make sure you take these differences into account when helping families meet these goals.

Let's See it!

Respect for culture and language



Watch the upcoming video. Let's see a practitioner discuss language with a family.



Slide notes

Let's see a practitioner discuss language with a family. Notice how this practitioner shows respect for this family's culture and language. This video may also help you think about how the strategies for this particular family may not work in other cultures.



Respect for culture and language: Watch the video. Notice how this practitioner shows respect for this family's culture and language.

Continue

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Slide notes

Play the video when you are ready and then press continue when you are finished.



Working with a family: Watch the video. Let's see a practitioner work with a family that has indicated that they want to help their daughter work on walking and talking.

Continue

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Slide notes

Now let's watch a practitioner working with a family. This family has indicated that they want to help their daughter work on walking and talking. Watch how this practitioner uses the strategies we have discussed so far to help them implement this plan.

Family-Centered Practices Component

Complete, Unbiased Information

Family-centered practices provide family members complete and unbiased information to make informed decisions.



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Slide notes

The third component of Family Centered Practices is that they provide family members complete and unbiased information to make informed decisions.

Families & Practitioners Working Together

- Develop a plan
- Share all information and resources
- Implement the plan

Q:

What would you do if a family wants to find child care for their child, and the practitioner knows of a center close by that isn't their first choice?

A:

- Tell the family about all of their options
- Help the family decide if this center meets their goals



F2, 4

Continue

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Slide notes

Families and practitioners can work together to develop a plan to meet the family's goals. The practitioner should not keep information away from families in an effort to direct the parents toward certain goals. Once a family's goals have been determined, a practitioner can help the family find resources and information that meet those goals. Let's think about an example. What would you do if the family expresses an interest in the child care that is close by because it is convenient, and the practitioner wants to push for a center that is not as convenient but of higher quality? It is the role of the practitioner to help the family to access resources that they could use in looking for a child care provider and tools that they could use to select a quality child care program.



Working with a family: Watch the video. How does this practitioner work with the family to further develop and implement a plan to meet this goal?

Continue

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Slide notes

Let's watch a video of a practitioner working with this family again. Recall that this family has stated that a goal for this child is to work on walking and climbing. How does this practitioner work with this family to further develop and implement a plan to meet this goal?

Engaging Families Checklist

DEC Recommended Practices Topic Area: **FAMILY** Checklist #3 of 4 See **DEC RPs**: F2, 3, 4, 5, 6

Family Engagement Practices Checklist

This checklist includes the kinds of practitioner help giving practices that can be used to actively engage parents and other family members in obtaining family-identified resources and supports or actively engaging parents and other family members in the use of other types of intervention practices. The focus of family engagement practices is to support and strengthen parents' active

participation in intervention activities in ways that have competency enhancing outcomes.

The checklist indicators can be used by a practitioner to plan intervention sessions with parents and other family members. The checklist rating scale can be used to do a self evaluation to determine if parents and other family members were actively involved in implementing child or family intervention plans.

Practitioner _____ Child _____ Date _____

Please indicate which practice characteristics you were able to use as part of parent and family member involvement in intervention:

	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Use the Informed Family Decision-Making Practices checklist to identify family member concerns and priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Engage family members in identifying and evaluating the pros and cons of different options for addressing family-identified concerns and priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Together with family members, develop a plan to obtain identified resources and supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Download

Continue

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Slide notes

For a list of ways to engage families, you can download the Engaging Families Checklist by clicking on the "download" button. When you are finished reviewing the checklist, click "continue" to move to the next slide.

Family-Centered Practices Component

Acting on Choices

- Family-centered practices involve family members in acting on choices to strengthen child, parent, and family competence and confidence
 - Ask pointed questions and make sure that the family feels heard and that their priorities are the focus of the meeting



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Slide notes

The fourth component of Family Centered Practices is that they involve family members in acting on choices to strengthen child, parent, and family competence and confidence. When parents and practitioners meet, practitioners can ask pointed questions and make sure that the family feels heard and that their priorities are the focus of the meeting.

Did You Notice?

- Who came up with the goal for the child?
- What role did the practitioner play?



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Slide notes

In the last video we watched, did you notice that the practitioner let the mother and child walk together? The parents came up with the goal for the child, and then worked with the child to meet that goal. The practitioner allows the family to play the primary role in implementing the plan, but also provides support.

Reaching Potentials through Recommended Practices Observation Scale - Home Visiting

FAMILY PRACTICES				
	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator reported many opportunities
<p>Establish respectful partnerships with the family that are sensitive and responsive to cultural, linguistic, and ethnic differences. (F1)</p> <p>Engage family in respectful conversations about their child's interests, concerns, and the family wants for their child. Respond to family about family choices and decisions.</p>	5	4	3	2
<p>Respond to the family's concerns, priorities, and needs. (F3)</p> <p>Understand family's concerns, priorities, and life circumstances on an ongoing basis. Engage family in discussions of their concerns and priorities and aspirations for the child. Provide support that is supportive when the family's concerns or priorities are identified.</p>	5	4	3	2

Download

Continue

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Slide notes

The Early Childhood Technical Assistance Center (ECTA Center) created an observation scale for home visiting to look at the extent to which a practitioner uses family-DEC Recommended practices when interacting with family members. It has several sections, including environment, family, instruction, and interaction. We will only use the 5 items (numbered 4-8) dealing with "family". Open the document by clicking the "Download" button and spend a few minutes looking at the family items. Click "continue" when you are finished.



Family-centered practices: Watch the video. With the document you just opened in front of you, look for examples of Family-Centered Practices. Remember, every interaction won't have every practice and that's OK!

Continue

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Slide notes

Let's watch another video with the practitioner we have been viewing. With the document you just opened in front of you, look for examples of Family-Centered Practices. Remember, every interaction won't have every practice and that's OK. Using this checklist will help you look for the practices we have talked about so far.

Recall that Family Centered Practices:

treat families with dignity and respect;

are individualized, flexible, and responsive to each family's unique circumstances;

provide family members complete and unbiased information to make informed decisions; and

involve family members in acting on choices to strengthen child, parent, and family confidence and competence.

Did You Notice?

What evidence did you see that supported item number 4?



"Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity."

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Slide notes

What evidence did you see that supported item number 4? Enter your responses in the text box provided.

Did You Notice?



This practitioner engaged in respectful conversation throughout the interaction.

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Slide notes

This practitioner engaged in respectful conversation throughout the interaction. She did not make a lot of comments in this clip about their interests, concerns, and beliefs, but you can tell from their interaction that she has likely listened to these parents when they do express these. But again, we won't see every behavior in every interaction. The home visitor was nonjudgmental about this family's choices and decisions. She never suggested that they have done something wrong.

Did You Notice?



What other practices did you see?

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Slide notes

Although we haven't seen them all here, you can imagine that many of these family-centered practices happened behind the scenes between this practitioner and family. You can use this checklist to guide your use of the recommended practices when working with families.

Summary

- Three themes of family practices:
 - Family-centered practices
 - Family capacity-building practices
 - Family and professional collaboration practices
- Examples of practice strategies

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Slide notes

In Part 1, we identified practices that promote family-centeredness. We also reviewed practice strategies that support these practices.

References and Resources

References

Module 5: Family

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References

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Slide notes

This concludes Part 1 of Module 5 Lesson 2. For more information, see the resources here. After downloading, you can close this window and return to the Modules to continue with Part 2.