

Slide Handouts: Family – Gathering the Information Part 2



Recommended Practices Modules

Module 5

Module 5: Lesson 2

Family: Gathering the Information
Part 2

Silhouettes of four children at different stages of development: crawling, sitting, standing, and walking.

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
5**

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 second theme.

Theme 2: Family Capacity-Building Practices



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Slide notes

Theme 2: Family Capacity-Building Practices

What Are Family Capacity-Building Practices?

...the participatory opportunities and experiences afforded to families to strengthen existing parenting knowledge and skills and promote the development of new parenting abilities that enhance parenting self-efficacy beliefs and practices.

(DEC, 2014)



Slide notes

Family capacity building practices are the participatory opportunities and experiences afforded to families to strengthen existing parenting knowledge and skills and promote the development of new parenting abilities that enhance parenting self-efficacy beliefs and practices.

Participatory Opportunities and Experiences



Slide notes

Participatory opportunities and experiences take place when practitioners focus on helping families to grow their knowledge, skills, and self-confidence. This comes when practitioners are responsive to parents. When practitioners are working with a child and their family, parents are active participants in interactions with the practitioner and parents are involved in implementing strategies that help their children.

Strengthening Families' Skills, Confidence, & Competence

- Point out what they do well
- Make supportive suggestions



Slide notes

Practitioners can strengthen families' skills, confidence, and competence by pointing out what they do well, and making supportive suggestions.



Building Confidence and skill: Watch the video. Notice how the practitioner points out what the family does well and provides some suggestions.

Continue

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Slide notes

Let's watch another video. Notice how the practitioner points out what the family does well and provides some suggestions to build their confidence and skill. Click "continue" when you have finished watching the video.



Working with a family: Watch this video again. How does this practitioner build the parent's confidence and skills?

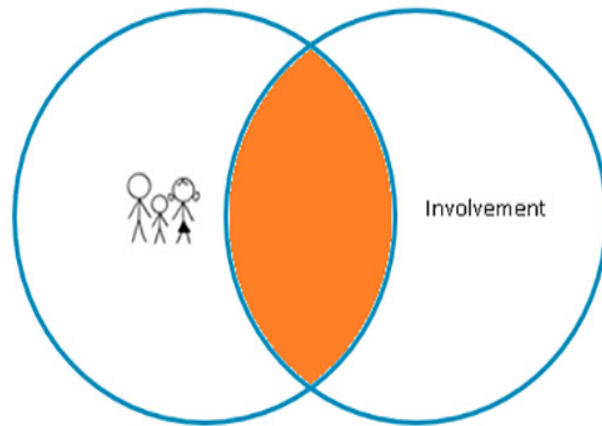
Continue

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Slide notes

Rewatch this short video. Notice how the practitioner makes comments to build the parent's confidence and skills. Click "continue" when you have finished.

Participatory Opportunities in Action



Participatory Opportunities

Slide notes

Participatory opportunities means parents are the participants, they aren't just on the sidelines while the practitioner interacts with a child. So what does this look like?



Encouraging interaction: Watch the video. Notice how the practitioner doesn't interfere or take over.

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Slide notes

Let's watch a video. Notice how this practitioner encourages the father to interact with the child; she doesn't interfere or take over.

Did You Notice?



The practitioner encouraged the father to engage with his child without taking over.



Slide notes

During family visits parents are encouraged to interact with their child, while practitioners participate without taking over.

Let's See It!

Let's See it: Encouraging interaction and providing feedback. Watch the video. Notice how the practitioner encourages the parents to engage with their child and then provides supportive feedback.



Slide notes

Let's watch a video. Notice how the practitioner encourages the parents to engage with their child and then provides supportive feedback.

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Slide notes

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

Did You Notice?

How did the practitioner encourage the parents to engage with their child and then provides supportive feedback?



Slide notes

Notice how in the video the practitioner encourages the parents to engage with their child and then provides supportive feedback. When she asks the parents how the activity feels to them, they don't answer but continue to play bubbles. This practitioner recognizes that they are focused on play with their child at the moment, and she respects this and lets the play continue.

Everyday Activities



Children learn and grow during everyday activities!

For more information about everyday activities, see the module on interaction:

<http://rpm.fpg.unc.edu/module-1-interaction>

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Slide notes

One way to encourage engagement is to help caregivers understand how much children learn and grow during everyday activities. For more information about everyday activities, see the module on interaction. The link is provided on the slide.

Let's See It!

Let's See it: Nonjudgmental response. Watch the video. Notice how the practitioner answers questions and respond to parents in a nonjudgmental way.



F1, 4, 6

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Slide notes

In this video, you will see a practitioner, Holly, review with parents what they have accomplished when working with their child and what they hope to accomplish in the future.



Continue

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Slide notes

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



Let's See it: Reviewing accomplishments. Watch the video. Notice how the practitioner reviews what the parent has accomplished.

Continue

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Slide notes

Let's see another video where the practitioner is reviewing with the parent what they have accomplished when working with their child and what they hope to accomplish in the future.

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 seen or reported many opportunities missed
<p>Establish respectful partnerships with the family that are sensitive and responsive to cultural, linguistic, and ethnic differences. (F1)</p> <p>Engage the family in respectful conversations about their child's interests, concerns, and the family wants for their child. Discuss the family's preferences about family choices and decisions.</p>	5	4	3	2
<p>Respond to the family's concerns, priorities, and preferences. (F3)</p> <p>Understand family's concerns, priorities, and life circumstances on a regular basis. Engage the family in discussions of their concerns and priorities and aspirations for the child. Provide support when the family's concerns or priorities are identified.</p>	5	4	3	2

Download

Continue

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Slide notes

Let's revisit the home visit observation tool to help you look for positive family practices. Download the checklist if you don't have a copy.



Family capacity-building practices: Watch the video. With the observation tool in front of you, see if you can identify some family capacity building practices.

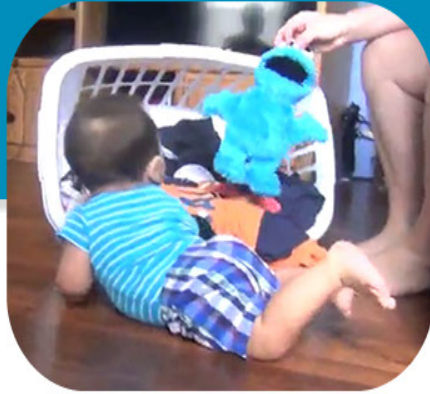
Continue

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Slide notes

Let's watch a video. Have the observation tool in front of you. Rate the practitioner on the items in number 7. These are just short clips and we don't expect to see all of the behaviors in each video.

Did You Notice?



"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."

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Slide notes

Did you see the practitioner helping the family recognize when they are supporting their child's learning? The practitioner helped the family recognize when they are supporting their child's learning with comments like "What's he getting out of being part of your laundry?" And "You've got language skills going..."

Did You Notice?

What behaviors did you see that supported item number 7?



"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."



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Slide notes

These parents are encouraging language and interaction with their child. She points out this strength of the parents. This will likely encourage the parents to do more of the great practices they are already doing which will strengthen the parent-child relationship.

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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In the first part of this lesson, we identified practices that promote family-centeredness. In Part 2, we identified practices that promote family capacity-building practices. We also reviewed practice strategies that support these practices.

References and Resources

References - RPMs

RPMs Early Childhood Recommended Practice Modules

References

Module 5: Family

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Trivette, C.M. & Banaaghe, R. (2015). Using the recommended practices to build parent competence and confidence. In DEC recommended practices: *Enhancing services for young children with disabilities and their families* (DEC Recommended Practices Monograph Series No. 1, pp. 66-76). Los Angeles, CA: Division for Early Childhood/Division of Early Childhood.

Trivette, C.M. & Jones, A. (2015). Reaching potential through Recommended Practices (RPP): Benchmarks of quality for home-visiting programs. Retrieved from http://edcenter.org/~pdfs/ocsp/2015/ocsp-2015-02-11/benchmarks_Home%20visiting.pdf

References

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Slide notes

This concludes Part 2. For more information, see the resources here. After downloading, you can close this window and return to the Modules to continue with Part 3.