

Slide Handouts: Family – Take Action



Recommended Practices Modules

Module 5

Module 5: Lesson 3

Family: Take Action

The image shows four silhouettes of children at different stages of development: a crawling baby, a sitting baby, a standing toddler holding a ball, and a walking toddler holding a ball. The silhouettes are dark blue against a white background.

Welcome to Module 5: Lesson 3. Family: Take Action.

Lesson Objectives

In this lesson, you will be able to recognize and identify:

- family-centered practices
- family capacity-building practices
- family and professional collaboration practices

2

After completing this lesson, you will be able to recognize and identify family-centered, family capacity-building, and family and professional collaboration practices.



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



The 2014 DEC Recommended Practices include the following family practices. Continue when you have finished your review.



We'll watch short video clips of practitioners working with families and reflect on practices and strategies that practitioners are using as they work with families.

Before beginning, download the Family checklists to use with this lesson.

Download

Continue

4

In this lesson we will watch short video clips of practitioners working with families and reflect on practices and strategies that practitioners are using as they work with families. Before beginning, be sure to download a copy of the Family checklists to use with this lesson. Press continue when you are ready to proceed.



Click the play button to watch this video of a practitioner using Family-Centered Practices with a family who is working on helping their daughter with walking.

Continue

5

Let's watch a video of a practitioner using family centered practices with a family who is working on helping their daughter with walking.

What did you see?

- The practitioner was responsive to the family's unique circumstances.
- She made suggestions that are easy for the family to accomplish.

3. Be responsive to the family's unique life circumstances



DEC Recommended Practices Topic Area: FAMILY Checklist 71 of 4 See DEC RPs: F1, 2, 3, 4, 5, 7

Family-Centered Practices Checklist

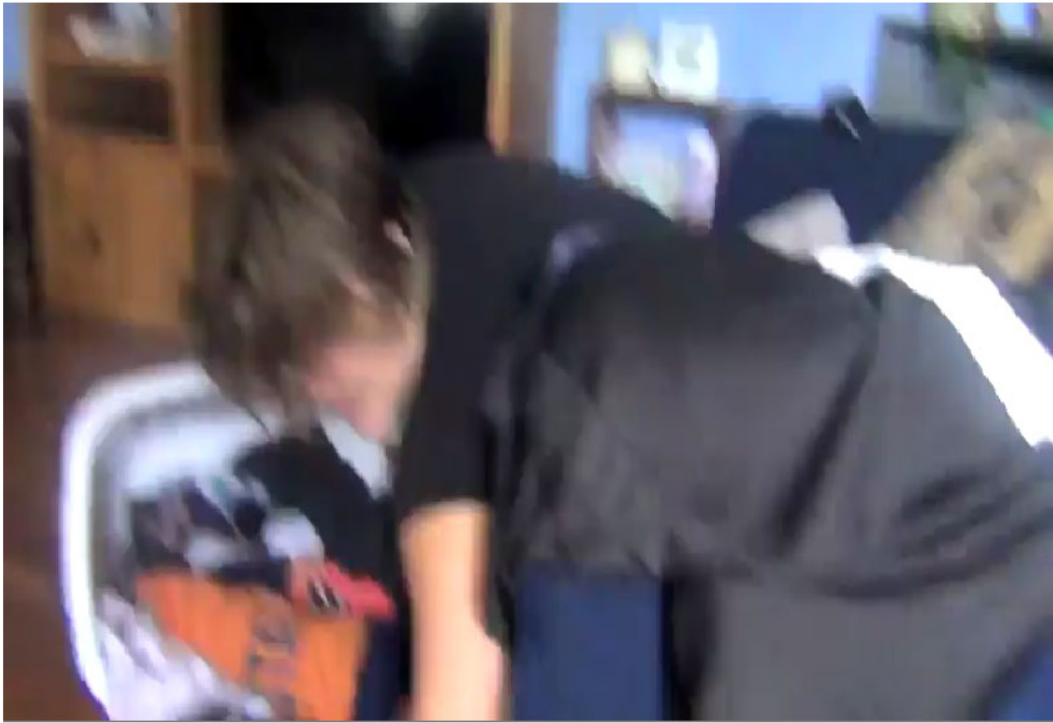
This checklist includes the kinds of practitioner behaviors that are indicators for interacting with and treating parents and other family members in a family-centered manner. The practices are used as part of ongoing practice and other family members in child, parent-child, parent, and family interventions.

The checklist indicators can be used by a practitioner to give practitioners with parents or other family members as part of any assessment or intervention activity. The checklist indicators can be used to do a self-evaluation of indicators in the family-centered practice characteristics were used during practitioner-family interactions.

| Practitioner | Child | Date | | | |
|---|--------------------------|---------------------------|----------------------------|----------------------------|-------|
| Please indicate which family-centered characteristics you were able to use as part of interactions with family members: | | | | | |
| | 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. Treat family members in ways that are respectful of personal and cultural beliefs and practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Provide family members complete and unbiased information in order for them to make informed choices and decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Be responsive to the family's unique life circumstances | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Be nonjudgmental about family choices and decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Together with the family develop a plan that is responsive to family values and priorities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Work with the family in a collaborative manner to obtain family prioritized supports and resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Use family member strengths and resources for obtaining resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



What did you see? The practitioner, Holly, asked about where they can walk with the child in the upcoming week around the house. This is an example of being responsive to the family's unique circumstances. What strategy did she use? She made suggestions that are easy for the family to accomplish.



Click the play button to watch this video on the use of Family-Centered Practices.

Continue

8

Let's watch another video on the use of family-centered practices.

What did you see?

- The practitioner made comments that are non-judgmental.
- She used active listening.

4. Be nonjudgmental about family choices and decisions



DEC Recommended Practices Topic Area: FAMILY Checklist 11 of 4 See DEC RPs: F1, 2, 3, 4, 5, 7

Family-Centered Practices Checklist


This checklist includes the kinds of practitioner behaviors, behaviors that are indicators for relationships with and treating parents and other family members in a family-centered manner. The practices are viewed as part of everyday practice and other family members in child, parent-child, parent, and family interventions.

The checklist indicators can be used by a practitioner to plan interactions with parents or other family members as part of any assessment or intervention activity. The checklist indicators can be used to do a self-evaluation to determine if the family-centered practice characteristics were used during practitioner-family interactions.

| Practitioner | Child | Date | | | |
|---|--------------------------|---------------------------|----------------------------|----------------------------|-------|
| Please indicate which family-centered characteristics you were able to use as part of interactions with family members: | | | | | |
| | 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. Treat family members in ways that are respectful of personal and cultural beliefs and practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Provide family members complete and unbiased information in order for them to make informed choices and decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Be responsive to the family's unique life circumstances | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Be nonjudgmental about family choices and decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Together with the family develop a plan that is responsive to family concerns and priorities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Work with the family in a collaborative manner to obtain family prioritized supports and resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Use family member strengths and existing abilities for obtaining resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



What did you see? The practitioner made comments that are nonjudgmental. What strategy did she use? She used active listening.



▶ || ■ 🔊

Family Capacity-Building Practices

Continue

10

Now let's watch how a practitioner uses family capacity-building practices.

What did you see?

The practitioner:

- described the use and benefits of everyday activities
- described the importance of child interests and preferences

1. Describe the use and benefits of everyday activities as sources of child learning opportunities

3. Describe and illustrate the importance of child interests and preferences for promoting child learning

050 Recommended Practices Tool Area: FAMILY | One of 14 of 4 | See 050 App F2, 5, 6, 7

Family Capacity-Building Practices Checklist

This tool will help practitioners engage parents and family members in using children's everyday activities to promote child learning and development in ways that strengthen parenting confidence and competence. The capacity-building practices can be used by a practitioner to promote a parent's understanding and use of everyday activities and routines as sources of child learning opportunities. The checklist indicators can be used by a practitioner to plan, monitor, or support with parents and other family members. The checklist tool can be used to do a self-evaluation to determine if practice or case by building everyday activities into daily life involving their children's everyday learning opportunities.

Practitioner: _____ (N): _____ Date: _____

Please indicate which practice characteristics you most often use as part of your and family member involvement in providing child learning opportunities.

| | Always (5/5) | Fairly Often (4/5) | Sometimes (3/5) | Rarely (2/5) | Never (1/5) | Notes |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| 1. Describe the use and benefits of everyday activities as sources of child learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Illustrate or demonstrate child engagement in a variety of everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Describe and illustrate the importance of child interests and preferences for promoting child learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Identify and help actively work to increase and boost which activities would be easiest for the parent to use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Engage with the parent, regardless of child's current everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Illustrate or demonstrate how adult engagement in child learning is used to sustain child learning in everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Provide supportive guidance, feedback, and suggestions to the parent throughout the capacity-building activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. Collaborate with the parent, describe or exemplify activities that will be used in various or child learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. Identify the parent or caregivers or other activities that will be used for child learning and what parent resources will be used to enhance learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

12

What did you see? The practitioner described the use and benefits of everyday activities as sources of child learning opportunities and described the importance of child interests and preferences for promoting child learning, in this case, the child's interest in the laundry basket.

What did you see?

The practitioner:

- provided guidance and feedback
- talked to the mother in a way that builds skills and self-confidence

000 Recommended Practices Tool Area: FAMILY One of 14 of 4 For: 000 RPT, 2, 5, 6, 7

Family Capacity-Building Practices Checklist

This checklist includes practices for engaging parents and other family members in ways that best serve them to promote child learning and development in ways that strengthen parenting confidence and competence. The capacity-building practices are used by a practitioner to promote a parent's understanding and use of everyday activities and routines as sources of child learning opportunities. The checklist practices can be used by a practitioner to plan, monitor or evaluate with parents and other family members. The checklist tool can be used to do a self-evaluation to determine if practice or cases for building and use outside of parents in providing their children everyday learning opportunities.

Practitioner: _____ (A) _____ Title: _____

Please indicate which practice characteristics you most often use as part of your work and family member involvement in providing child learning opportunities.

| | Always Use (5/5) | Often (4/5) | Sometimes (3/5) | Rarely (2/5) | Never (1/5) | Notes |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| 1. Describe the role and benefits of everyday activities as sources of child learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Identify or demonstrate child engagement in a variety of everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Describe and describe the importance of child interests and preferences for promoting child learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Have an everyday activity checklist to know what support which activities would be useful for the parent to use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Engage with the parent, engage the child in particular everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Identify or demonstrate how adult responsibilities to child or work is used to create child learning in everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Provide supportive guidance, feedback, and suggestions to the parent throughout the capacity-building activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. Engage with the parent, describe or describe activities that will be used as sources of child learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. Identify the types of activities or which activities will be used for child learning and what support resources will be used to promote learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

7. Provide supportive guidance, feedback, and suggestions to the parent throughout the capacity-building activities



She also provided guidance and feedback about the mom's interaction with the child. Did you also notice how this practitioner talked to the mother in a way that builds her skills and self-confidence?



Family Capacity-Building Practices

Continue

14

Let's watch this practitioner use another family capacity-building practice.

Did you notice?

The practitioner:

- described the use and benefits of everyday activities
- described the importance of child interests and preferences
- provided guidance and feedback
- talked to the mother in a way that builds skills and self-confidence

5. Together with the parent, engage the child in familiar everyday activities

7. Provide supportive guidance, feedback, and suggestions to the parent throughout the capacity-building activities

DSO Recommended Practice Topic Area: FAMILY | One of 14 of 4 Doc ID: F2, 5, 6, 7

Family Capacity-Building Practices Checklist

This checklist includes practices for engaging parents and family members in supporting their children to promote child learning and development in ways that strengthen parenting confidence and competence. The capacity-building practices are used by a practitioner to promote a parent's understanding and use of everyday activities and routines as sources of child learning opportunities.

The checklist indicators can be used by a practitioner to plan instruction or discuss with parents and other family members. The checklist indicators can be used by a self-evaluator to determine if practices or cases for building practices activities meet the purpose in recording their children's everyday learning opportunities.

Practice Area: _____ Child: _____ Date: _____

| Practice Indicator | Indicator as Written | Indicator as Observed | Indicator as Assessed | Indicator as Targeted | Notes |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| 1. Describe the use and benefits of everyday activities as sources of child learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Identify or demonstrate child involvement in a variety of everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Describe and describe the importance of child interests and preferences for promoting child learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Use an everyday activity checklist to become more aware of which activities would be easiest for the parent to use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Together with the parent, engage the child in familiar everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Identify or demonstrate how adult responsiveness to child behavior is used to sustain child learning in everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Provide supportive guidance, feedback, and suggestions to the parent throughout the capacity-building activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. Together with the parent, describe or set everyday activities that will be used as sources of child learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. Identify the source or sources of each activity that will be used for child learning and which support resources will be used to promote learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



What did you notice now? The practitioner encouraged the parent to interact with their child, while she also participated in the interaction. She also encouraged parent engagement and provided supportive feedback when the parent interacted with their child.



What might you do to encourage more parent engagement?

Continue

17

Watch this video and think about what you might do here to encourage more parent engagement.



Which practice do you see in this video?

Continue

19

Let's watch one more. Which practice do you see here?

What did you see?

The practitioner highlighted all the child is learning through playing with the laundry basket.

1. Describe the use and benefits of everyday activities as sources of child learning opportunities

000 Recommended Practice Topic Area: FAMILY | One of 14 of 4 Doc: 000APH F2, 5, 6, 7

Family Capacity-Building Practices Checklist

This checklist includes practices for engaging parents and family members in ways that promote child learning and development in ways that strengthen parenting confidence and competence. The capacity-building practices are used by a practitioner to promote a parent's understanding and use of everyday activities and routines as sources of child learning opportunities. The checklist indicators can be used by a practitioner to plan interventions in cooperation with parents and other family members. The checklist rating scale can be used for a self-evaluation to determine if practice or cases for building practices activities meet the purpose in recording their children's everyday learning opportunities.

Practitioner Name: _____ Date: _____

Please indicate which practice characteristics you most often observe in your practice and family members' involvement in providing child learning opportunities:

| | Always (4-5) | Frequently (3-4) | Sometimes (2-3) | Rarely (1-2) | Never (0) | Notes |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| 1. Describe the use and benefits of everyday activities as sources of child learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Identify or demonstrate child involvement in a variety of everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Describe and articulate the importance of child interests and preferences for promoting child learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Use an everyday activity checklist to know about what activities would be easiest for the parent to use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Together with the parent, engage the child in familiar everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Identify or demonstrate how adult responsibilities in child care are used to create child learning in everyday activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Provide supportive evidence, feedback, and suggestions to the parent throughout the capacity-building activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. Together with the parent, describe or set everyday activities that will be used as sources of child learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. Identify the source or documentation of what activities will be used for child learning and which support resources will be used to promote learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

21

What did you see? Practitioners reviewed with parents what they have accomplished when working with their child.


Components of Building Strong Family-Professional Partnerships

- Building trust
- Having open communication with families
- Using active listening
- Having a shared vision
- Ensuring families feel they have equal power with practitioners



22

What are the components of building strong family-professional partnerships? They are: building trust, having open communication with families by using strategies such as active listening, having a shared vision, and ensuring that families feel that they have equal power with practitioners.



Video courtesy of The Office for Dispute Resolution, Central Susquehanna Intermediate Unit, Milton PA

Continue

23

Let's watch a video of an unproductive meeting between a parent and a practitioner. Make notes about what you would do differently.



Video courtesy of The Office for Dispute Resolution, Central Susquehanna Intermediate Unit, Milton PA

Continue

24

Now let's see an example of a productive meeting between the same people. Do they make the improvements you were looking for? After watching the video, you will have an opportunity to check your knowledge about what you saw.

Check Your Knowledge



25

Let's check your knowledge.

Summary

Children and families have the best outcomes when you:

- treat them with respect,
- involve them in decision-making,
- help increase their confidence and competence, and
- encourage effective collaboration.



29

In this lesson, you saw multiple examples of recommended practices when working with families. Children and families have the best outcomes when practitioners treat them with respect, involve them in decision-making, help them to increase their confidence and competence, and encourage effective collaboration with other professionals.

Module
5

References and Resources



References

30

This concludes Module 5, Lesson 3. Thank you for participating. To learn more, see the resources here. After downloading, you can close this window.