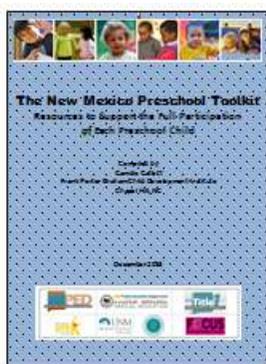


Family Engagement: Evidence-Based Investments for Tangible, Long-Term Outcomes

Start with Why

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Family Engagement Resources pages 3-5

CONNECT Module 4

Video 4.4 Starting a Relationship <http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-4>

Video 4.8: Maggie & Latesha - Beginning ground conversation <http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9>

Video 4.1 The Teacher's Viewpoint <http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-1>

Video 4.2 The Family's Viewpoint <http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-2>

Evidence-Based Practices for Family Engagement

DEC Recommended Practices: Family

PDF document <http://www.dec-sped.org/recommendedpractices>

Online edition <http://ectacenter.org/decrp/decrp.asp>

Early Childhood Technical Assistance Center RP Resources <http://ectacenter.org/decrp/>

- F1.** Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic 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.

Family Centered Practices Checklist http://ectacenter.org/~pdfs/decrp/FAM-1_Fam-Ctrd_Practices.pdf

Informed Family Decision Making Practices Checklist

http://ectacenter.org/~pdfs/decrp/FAM-2_Inf_Family_Decision.pdf

Family Engagement Practices Checklist http://ectacenter.org/~pdfs/decrp/FAM-3_Fam_Engagement.pdf

Families are Full Team Members Checklist

http://ectacenter.org/~pdfs/decrp/TC-1_Families_Are_Full_Team_Members.pdf

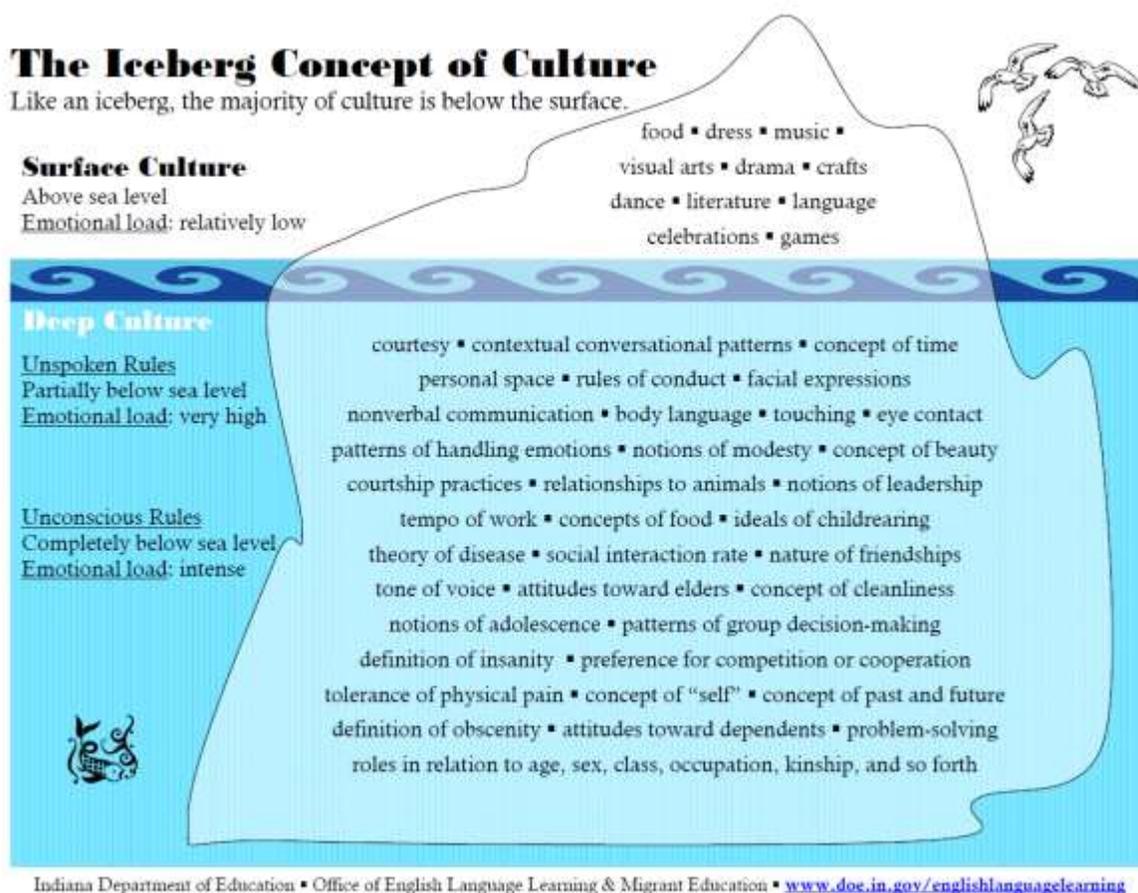
Checklist of Effective Partnerships with Families

What Should You See?	Did You See It?	
	YES	NO
<p>Enhanced Communication</p> <ul style="list-style-type: none"> Asking families open-ended questions about the people, places, and activities that are important to them Listening to families' perspectives without sharing your own opinions first Learning about how families prefer to communicate (e.g., phone, email, in person) Using an interpreter to support interactions with family members who speak another language Learning and using key words and phrases in the languages of the children Seeking families' input on topics when there are differences that need to be openly addressed Being persistent about communicating with each family, even when they have not been responsive thus far Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child 		
<p>High Expectations</p> <ul style="list-style-type: none"> Asking families what they see as their child's strengths Focusing on the child's strengths and not just the child's needs Asking families about goals for their child Involving families in all decisions about their child Celebrating with families as children meet new milestones 		
<p>Respect</p> <ul style="list-style-type: none"> Asking families what is important to know about their culture, language(s), celebrations, and customs and showing genuine interest Listening to families with particular attention to insights and information about cultural and linguistic preferences and priorities Asking how you should address members of the family Asking families how they have been involved in their child's program in the past and how they would like to be involved in the future Reflecting the cultures and languages of families in each classroom or program 		
<p>Commitment</p> <ul style="list-style-type: none"> Holding meetings at times and places suited to the families' needs and availability whenever possible Reflecting the cultures, language(s), celebrations, customs and values of the families in environments, interactions, and curriculum Discussing ways to find options that are responsive to families' cultural values Developing and using a process for regularly soliciting and implementing input from families to inform program decisions 		

Created by Camille Catlett. Adapted from: CONNECT Module 4; Teaching at the Beginning: Partnering with Parents <http://teachatb.org/partneringwithparents/>; Language Castle <http://www.languagecastle.com/2014/09/fast-5-gamechangers-really-get-parents-dlls-engage/>; NCLR Core Qualities for Successful Early Childhood Education Programs

Action Items

- Become aware of child and family experiences, cultures, beliefs, languages, and circumstances, and engage in interactions that respectfully, responsively, and authentically support full participation
- Provide information and materials to families about the research, legal foundations, and benefits of inclusion. Share videos that will help them know what a high quality inclusive preschool looks like.
- Work together to learn about the resources of your community to facilitate connecting families with them when needed.
- Use a checklist to see if what you're doing reflects evidence-based and recommended practices.
- Use a checklist to survey families and staff. Compare the results. If there are differences, target them in your continuous quality improvement plans.



Assume Nothing <https://www.youtube.com/watch?v=txIR6C2N0fg>