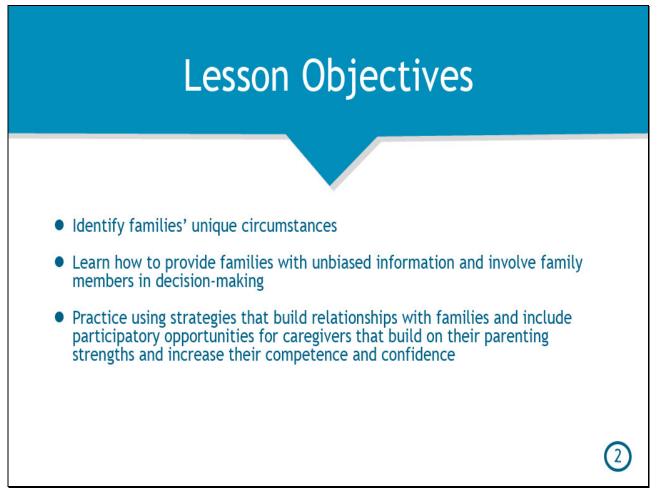
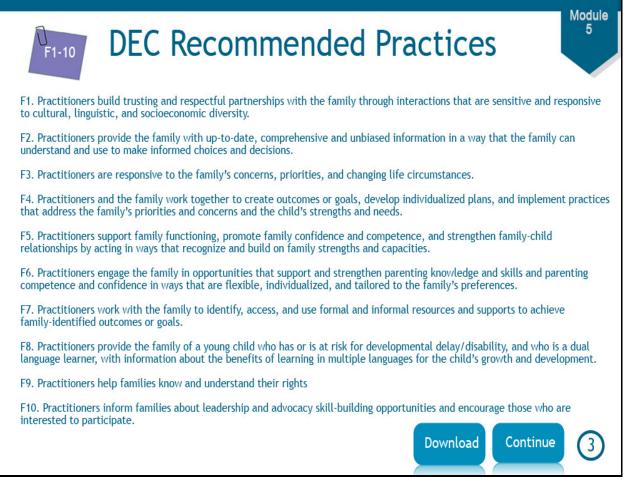


Welcome to Module 5 Lesson 2. Family: Gathering the Information.



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.



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.



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.

5

Theme 1: Family-Centered Practices



Slide notes

Theme One: Family-Centered Practices.

Continue

6

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

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



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



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.



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.

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



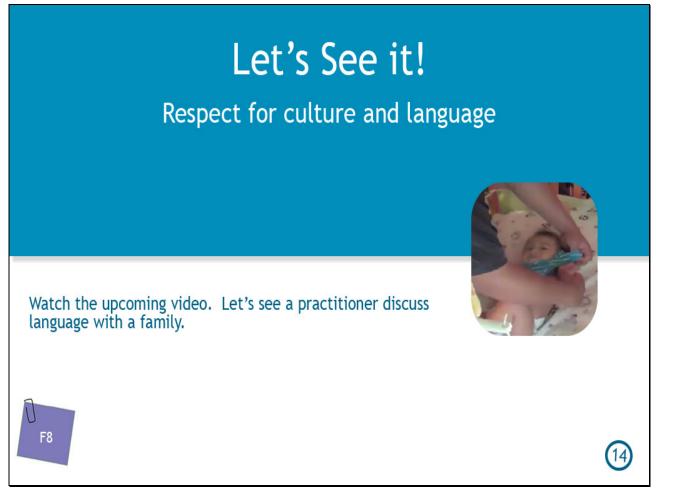
The second component of Family Centered Practices is that they are individualized, flexible, and responsive to each family's unique circumstances, including respecting cultural differences. What works with one family may not work with another. Some families may want more suggestions or ideas from you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



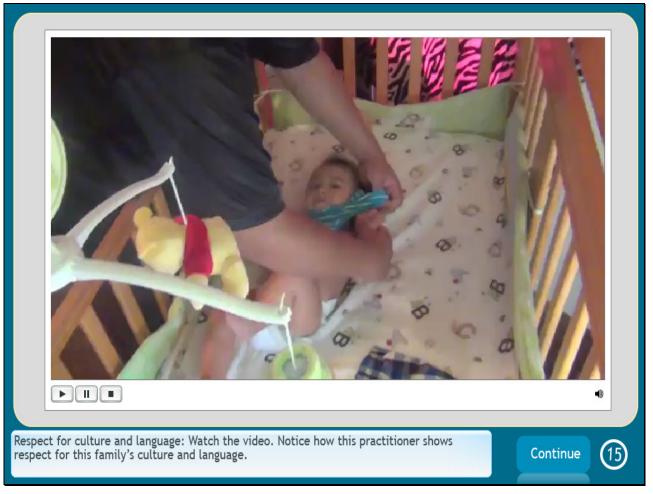
Some families may be more capable or experienced in seeking out resources or connections. A family who has lots of support from extended family in the same city may need less support than a single mom who has no family in town and no other informal supports. Some families may be more self-directed than 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.



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 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.



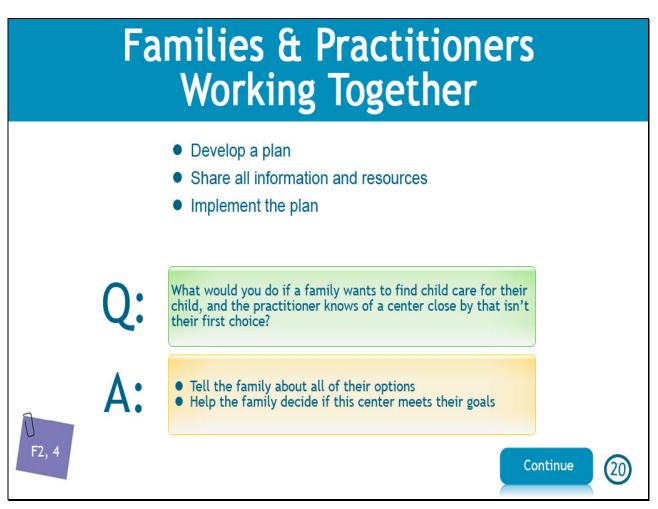
Play the video when you are ready and then press continue when you are finished.



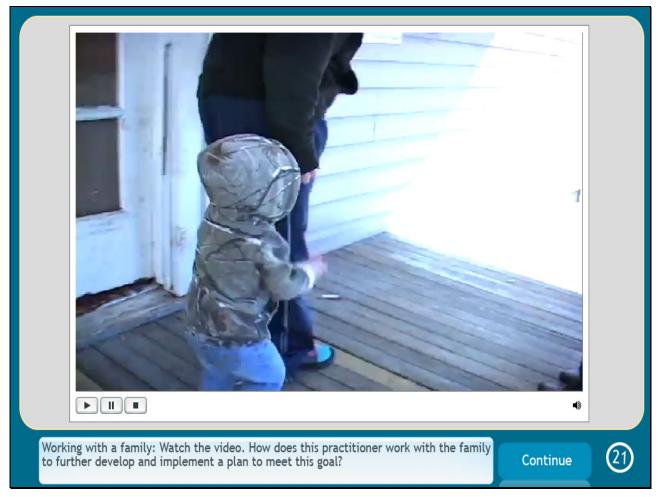
Now let's watch a practitioner working with a family. This family has indicated that they want to help their daughter work on walking and talking. Watch how this practitioner uses the strategies we have discussed so far to help them implement this plan.

| Family-Centered Practices Component | | | | | | | |
|--|------|--|--|--|--|--|--|
| Complete, Unbiased Information | | | | | | | |
| Family-centered practices provide family members complete and unbias information to make informed decisions. | sed | | | | | | |
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The third component of Family Centered Practices is that they provide family members complete and unbiased information to make informed decisions.



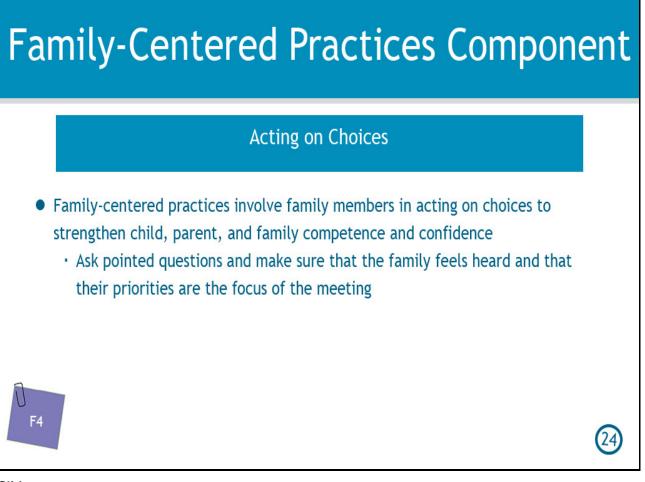
Families and practitioners can work together to develop a plan to meet the family's goals. The practitioner should not keep information away from families in an effort to direct the parents toward certain goals. Once a family's goals have been determined, a practitioner can help the family find resources 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.



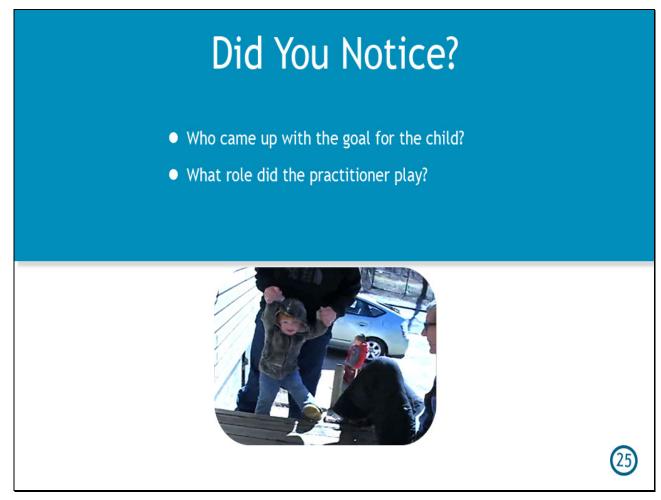
Let's watch a video of a practitioner working with this family again. Recall that this family has stated that a goal for this child is to work on walking and climbing. How does this practitioner work with this family to further develop and implement a plan to meet this goal?

| Eng | aging Fa | m | nil | ie | es | Checl | klist | |
|-----|---|--|---------------------------------|----------|--|---|----------|---|
| | DEC Recommended Practices Topic Area: FAMILY | Checklist | #3 of 4 | | | Scc DEC RPs : F2. 3, 4, 5, 6 | | |
| | Family Engag | emei | nt Pra | ctices | Checkli | st | | |
| | This checklist includes the kinds of practit help giving practices that can be used to a engage parents and other family members obtaining family-definited resources and so or solveyly engaging parents and other has members in the use of other types of infer practices. The focus of family engagement is to support and strengthen parents' acti- | setively have competency of s in The checkted indica supports to plan intervention family members. The used to do a self of and other family members. | | | cy enhancing dicators can t fron sessions s. The checkli- if evaluation t y members w | te used by a prachtioner with parents and other strating scale can be o determine if parents cre actively involved in | | |
| | Prachiloner | Chile | d | | | Date | | |
| | Please indicate which practice characteristics you were able to use as part of parent and family member involvement in intervention: | Seldom or Novor (0-25%) | Some of the Time (25-50%) | As I Can | Most of the Time (75-100%) | Notes | | |
| | Use the Informed Family Decision-Making Practices strecktist to identify family member concerns and promises | | | | | | | |
| | Lagage lamity members in identifying and evaluating the pros and cons of atterent options for addressing family-identified concerns and priorities | | | | | | | |
| | together with family members, develop a plan to obtain identified resources and | | | | | | Download | |
| | | | | | | | Continue | 2 |

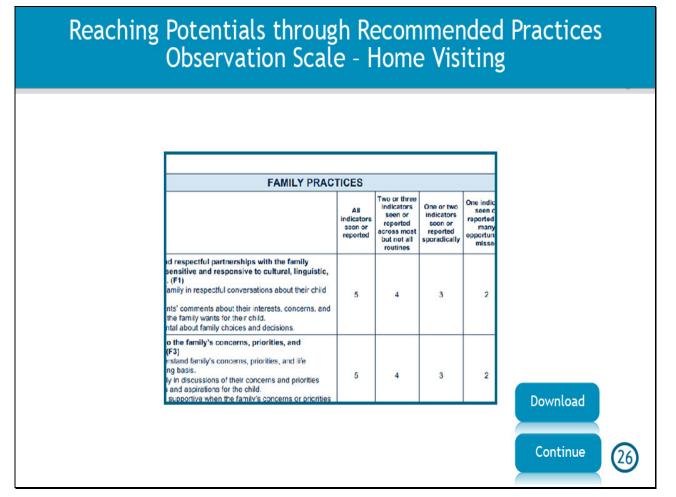
For a list of ways to engage families, you can download the Engaging Families Checklist by clicking on the "download" button. Where you are finished reviewing the checklist, click "continue" to move to the next slide.



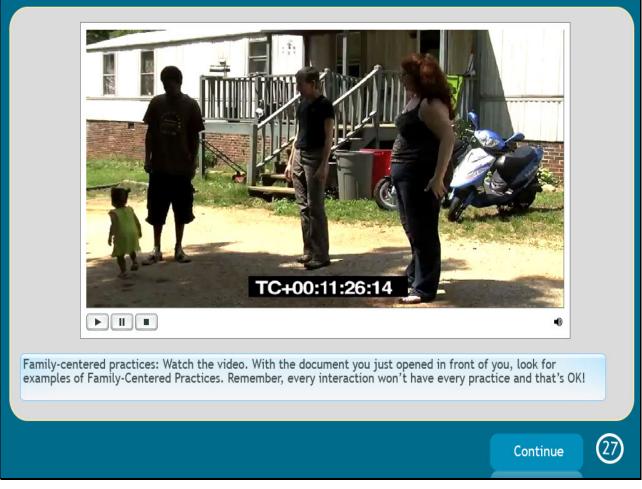
The fourth component of Family Centered Practices is that they involve family members in acting on choices to strengthen child, parent, and family competence and confidence. When parents and practitioners meet, practitioners can ask pointed questions and make sure that the family feels heard and that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



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.



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.



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?

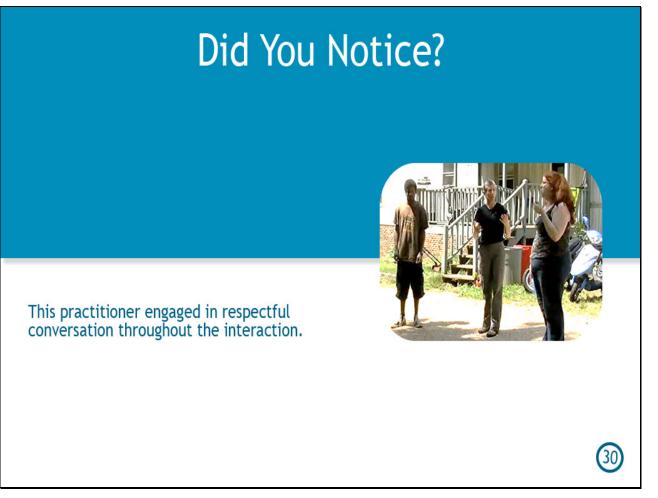


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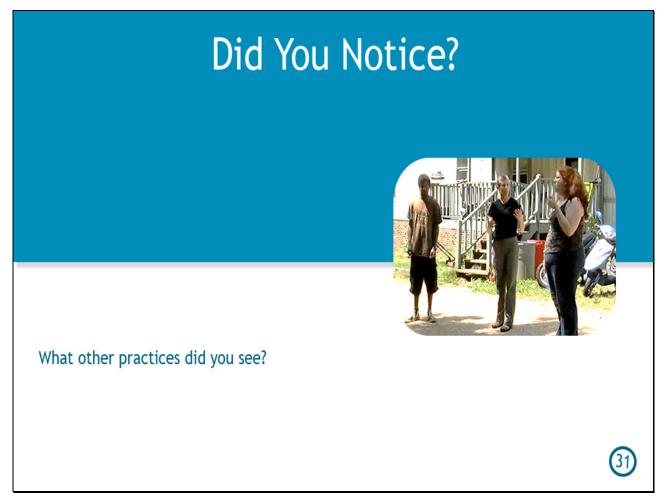
"Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity."

Slide notes

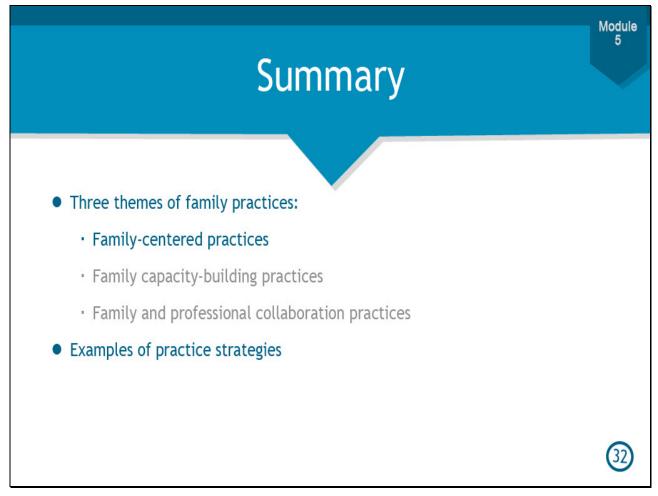
What evidence did you see that supported item number 4? Enter your responses in the text box provided.



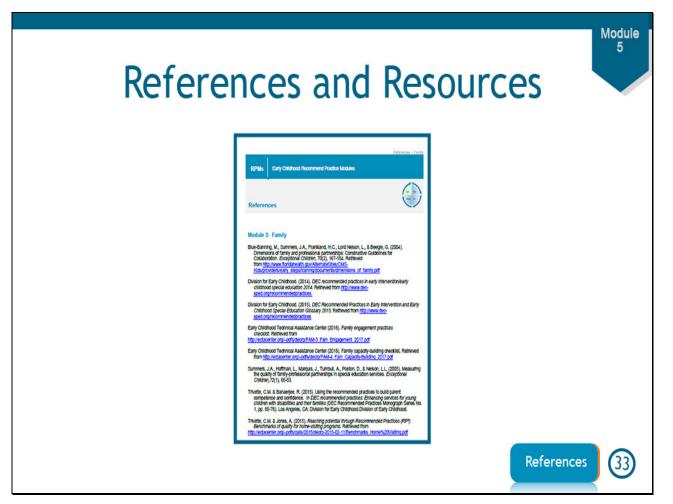
This practitioner engaged in respectful conversation throughout the interaction. She did not make a lot of comments in this clip about their interests, concerns, and beliefs, but you can tell from their interaction that she has likely listened to these parents when they do express these. But again, we 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.



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.



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



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.