

## Child, Family and Community

### DEC Recommended Practices in Early Intervention/Early Childhood Special Education

<http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf>

*The 2014 DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The practices related to family and teaming/collaboration are particularly relevant to this course.*

### Encouraging Meaningful Parent/Educator Collaboration: A Recent Review of Literature

<http://www.directionservice.org/cadre/pdf/EncouragingMeaningfulCollaborationJULY2011.pdf>

*This research brief by Hedeon, Moses, and Peter (2011) provides a brief history of parent-professional collaboration and describes the barriers to effective partnerships. The brief explains models of parent-professional collaboration and concludes with strategies for effective collaboration.*

### Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature

<http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf> (review)

<http://www.researchconnections.org/files/meetings/ccprc/2009/Halgunseth.pdf> (PowerPoints)

*Colleagues from the National Association for the Education of Young Children (NAEYC) and Pre-K Now developed this review of the literature on family engagement as it pertains to young children from diverse ethnic backgrounds and early childhood program settings. A related set of PowerPoint slides summarizes key findings and recommendations from the review.*

### Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners (DLLs)

<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

*This research overview paper synthesizes findings about mismatches in expectations vis-a-vis traditional models of family engagement, obstacles to family engagement, and effective strategies for making connections that support positive outcomes for young children. It appears on pages 119-171 of California's Best Practices for Young Dual Language Learners: Research Overview Papers.*

### Family Support Services Promote School Readiness

<http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/family-support-services-promote-school-readiness>

*This Research Digest by the Harvard Family Research Project (HFRP) summarizes the findings from a study on First 5 California's School Readiness (SR) initiative in kindergarten children. The main findings are summarized and implications for early childhood practice are presented.*

### Guiding Principles and Practices for the Delivery of Family-Centered Services

<https://www.educateiowa.gov/sites/files/ed/documents/Family%20Centered%20Services.pdf>

*The eight principles outlined in this document are as relevant today as they were in 2000 when they were drafted. Examples are provided for what each principle looks like in daily practice. Consider converting the principles into a checklist and using them to assess your own practices as an individual or the practices of a program. Go one step further and ask families to complete the checklist and see if the perceptions of both family members and professionals match.*

### Harvard Family Research Project: Family Involvement <http://www.hfrp.org/family-involvement>

*This webpage provides links to pages that explain family involvement and how the Harvard Family Research Project informs policy. It also includes links to relevant research and resources.*

### North Carolina Foundations for Early Learning and Development

[http://ncchildcare.nc.gov/pdf\\_forms/NC\\_foundations.pdf](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf)

*Along with highlighting what children might be expected to know and be able to do from birth to age five, this resource offers thoughtful strategies for supporting the development of infants, toddlers and preschoolers.*

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Just the Facts, Ma'am

### **Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education**

<http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF>

*NAEYC's position statement describes children who are linguistically and culturally diverse and outlines the challenges in responding to the needs these diverse families. It also provides recommendations for working with children, their families, as well as recommendations for preparing professionals, and programs and practice.*

### **Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice** [http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement\\_Cultural%20and%20Linguistic%20Diversity.pdf](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity.pdf)

*This short position statement presents six key features of organizations that are responsive to the culture, values, and language of families. It also includes a definition of the terms "culture" and "values".*

### **The School-Family Connection: Looking at the Larger Picture - A Review of Current Literature**

<http://www.sedl.org/connections/resources/sfclitrev.pdf>

*This document presents a review of current literature on family involvement, particularly in terms of partnerships among families, schools and communities. Studies selected were research that met quality guidelines provided by the National Research Council. Summary briefs of the selected studies are provided at the end of the documents.*

### **What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families** <http://www.naeyc.org/files/tyc/file/WhatECENeedToKnow.pdf>

*This paper discusses issues commonly faced by second-language learners. It also describes the process of second-language acquisition, and provides ways in which this learning can be supported in the classroom and with parents.*

### **Where We Stand: On Responding to Linguistic and Cultural Diversity**

<http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

*NAEYC's document summarizes recommendations for early childhood programs in working with families and young children from linguistically and culturally diverse background, as well as recommendations for preparing early childhood professionals.*

Read All About It

### **Family-Centered Practice: Empowerment, Self-Efficacy, and Challenges for Practitioners in Early Childhood Education and Care** <http://dx.doi.org/10.2304/ciec.2012.13.1.17>

*Rouse's article describes how family-centered practice can be used as a model for engaging in a partnership with families in the care and education of their children. Apart from the key principles of the family-centered practice model, empowerment is highlighted.*

### **Having Their Say: Parents Describe Why and How They are Engaged in Their Children's Education**

[http://www.parentinvolvementmatters.org/system\\_files/library/34.pdf](http://www.parentinvolvementmatters.org/system_files/library/34.pdf)

*Karen Mapp's article describes the findings from a study identified factors that contributed to successful educational partnerships between schools and families. Data was collected through a series of interviews with parents and school administrators and teachers, as well as observations. The major findings from this study explained the nature of parents' involvement and social and school factors that influence their involvement. The paper concludes with implications for practice and further research.*

### **Improving Relationships Between Families and Practitioners During the Early Years**

<http://ici.umn.edu/products/impact/221/3.html>

*A chart in Maude and Dempsey's article outlines key issues that support the development of positive relationships between families and early childhood practitioners for both families and practitioners respectively.*

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Read All About It

### **Los Niños Aprenden En Casa: Valuing and Connecting Home Cultural Knowledge With an Early Childhood Program** <http://www.naeyc.org/files/yc/file/200311/ValuingHomeCulture.pdf>

*This article presents the findings from a five-day parent Institute where parents from a bilingual community were taught how children learn, followed by an activity with the children and teachers. Parents were also asked to reflect on what they had learned. Through this Institute, parents realized the importance of teachable moments in the home and the teachers learnt to appreciate the strengths of the different families.*

### **Partnerships for Learning: Conferencing with Families** <http://tyc.naeyc.org/articles/pdf/Seplocha.pdf>

*Holly Seplocha's article provides 13 pointers on how to use conferencing with families effectively. A handout for families is included within the document which suggests ways in which they can be more active participants in the family-teacher conference.*

### **Supporting Families of Children with Disabilities in Inclusive Programs**

<http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf>

*Louise Kaczmarek's article presents ways in which inclusive early childhood intervention programs can best support children with disabilities and their families. These include coordinated planning, establishing ongoing communication, and helping families to access community resources. Three tables on each section are presented, outlining the advantages and challenges involved, as well as suggestions for addressing the challenges.*

### **We Were a "Hard to Reach" Family**

<http://www.hfrp.org/publications-resources/browse-our-publications/we-were-a-hard-to-reach-family>

*Nikia Parker recounts her family's journey with the Head Start program from being initially very wary to learning to trust and benefit from the program. She reflects on some ways in which the home visitor from Early Head Start supported them.*

See for Yourself

### **Aiden's Parent-Teacher Conference**

<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AidensParent-TeacherConference.asp>

*This video is the second of a two-part series. The first video, "Family Engagement with TS GOLD," features a teacher and a parent describing family communication features and benefits in TS GOLD. This video begins with brief interviews with the teacher and parent discussing the importance of parent teacher conferences. The video then shows about ten minutes of an actual parent-teacher conference. The conference highlights how the teacher uses several features of TS GOLD during the conference and illustrates how the teacher describes the ways that families can participate in TS GOLD.*

### **Bri IFSP Video - Chapter 1 - Introductions & Family Priorities** <http://www.youtube.com/watch?v=ZDPM1tUie7A>

*This video reviews the purpose of an IFSP meeting and what should happen in the meeting through the example of Bri and her family. It begins by introducing the family and team members. The team then discusses the family's priorities and suggests ways to keep the IFSP meeting family-focused.*

### **Bri IFSP Video - Chapter 2.1 - Levels of Development-Communication**

[http://www.youtube.com/watch?v=cNpsFDdW\\_FE&feature=relmfu](http://www.youtube.com/watch?v=cNpsFDdW_FE&feature=relmfu)

*In the second chapter on Levels of development, this first sub-chapter shows the team's discussion of Bri's communication skills. During the discussion, Bri's strengths are noted, as are the family's concerns.*

### **Bri IFSP Video - Chapter 2.2 - Levels of Development-Cognitive & Self-Help**

[http://www.youtube.com/watch?v=-gXe\\_B0FY9M&feature=relmfu](http://www.youtube.com/watch?v=-gXe_B0FY9M&feature=relmfu)

*This second sub-chapter covers Bri's cognitive and self-help skills. The team answers the parents' questions about sensory-processing. They also explain how different areas of development are linked. The family's input is sought and their involvement in helping Bri's is constantly encouraged.*

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### **Bri IFSP Video - Chapter 2.3 - Levels of Development-Motor & Social**

<http://www.youtube.com/watch?v=9I4a7qHOJxo&feature=relmfu>

*This third sub-chapter discusses the motor and social emotional domains of Bri's development. The team addresses Bri's concerns about her "w" sitting and social skills and gives practical suggestions on assisting Bri. The service coordinator summarizes the discussion which allows the team to clarify the discussion and provide additional information.*

### **Bri IFSP Video-Chapter 3.1 - Child Outcomes** <http://www.youtube.com/watch?v=cSX52lnYT7s&feature=relmfu>

*Chapter 3.1 explains the purpose and importance of the three statewide child outcomes. The team addresses the questions and concerns voiced by the family regarding the child outcomes. The child outcomes rating scale is reviewed in detail.*

### **Bri IFSP Video - Chapter 3.2 - Child Outcomes 1 & 2**

<http://www.youtube.com/watch?v=EHpwqywFN3o&feature=relmfu>

*Chapter 3.2 discusses the first two child outcomes which are positive social emotional skills and acquiring and using knowledge and skills. The team discussion focuses on Bri's skills in the different domains of development and how they impact her ability in these two outcomes. Through the use of effective communication, the team discusses Bri's communicative skills in various settings.*

### **Bri IFSP Video - Chapter 3.3 - Child Outcomes #3** <http://www.youtube.com/watch?v=dHcfl2DCimY&feature=relmfu>

*Chapter 3.3 covers the third child outcome – take appropriate actions to meet needs. In this discussion, the team members have different opinions but are able to use active listening and various strategies (e.g., restating, validating and reflecting feelings) to come to a consensus.*

### **Bri IFSP Video - Chapter 4.1 - Family Centered Functional Outcomes**

<http://www.youtube.com/watch?v=ZnRP-bvNKUg&feature=relmfu>

*Chapter 4 illustrates how the IFSP team works towards the family centered outcome and strategies used. Chapter 4.1 explains what family-centered functional outcomes are and shows how the team works with the family priorities to establish a measurable outcome.*

### **Bri IFSP Video - Chapter 4.2 - Family Centered Functional Outcomes**

<http://www.youtube.com/watch?v=vCm6Nrgta7Q&feature=relmfu>

*Chapter 4.2 shows the team discussing strategies for achieving the family outcomes. The team members suggest strategies and simple tips that can enhance family routines.*

### **Bri IFSP Video Chapter 4.3 - Family Centered Functional Outcomes**

<http://www.youtube.com/watch?v=GYg1nfe2vyE&feature=relmfu>

*In Chapter 4.3, the team develops a second IFSP outcome and accompanying strategies. These strategies include the use of community resources (from EI and non-EI sources) within natural settings.*

### **Bri IFSP Video Chapter 5 - Service Plan** <http://www.youtube.com/watch?v=NIqZBrXNoTM&feature=relmfu>

*Chapter 5 defines the service plan and highlights the importance of partnership between the family and service providers and providing services in natural learning environments. The team identifies the resources required to support the development of the outcomes. Different factors are considered when determining the intensity, frequency and duration of intervention.*

### **CONNECT Module 3: Communication for Collaboration**

<http://community.fpg.unc.edu/connect-modules/learners/module-3>

*This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions. Included in the module are suggestions for activities, handouts, video and audio clips.*

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### CONNECT Module 4: Family-Professional Partnerships

<http://community.fpg.unc.edu/connect-modules/learners/module-4>

*This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions. Included in the module are suggestions for activities, handouts, video and audio clips.*

### Engaging Families in the Transition to Kindergarten

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/kindergarten.html>

*This video provides concrete strategies to support children and their families as they transition into kindergarten. It highlights the important role that developing strong partnerships between families, programs, and schools play in making this important transition successful.*

### Just Being Kids: Supports & Services for Infants and Toddlers and Their Families in Everyday Routines, Activities & Places

[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_JustBeingKids](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids)

*Larry Edelman's video captures effective family-professional collaboration in everyday routines as illustrated through six vignettes. Each clip may be downloaded separately.*

### Families of All Kinds

<http://www.youtube.com/watch?v=POofYM4ZiKg&feature=related>

*Through a series of photographs of families, this short clip looks at families over time, families from around the world, and ends with asking the viewer to consider what all these families have in common.*

### Family Engagement With TS GOLD

<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FamilyEngagementWithTSGOLD.asp>

*This video, the first of a two-part series, features a teacher and a parent describing key family communication features and benefits in TS GOLD. The second video, "Aiden's Parent-Teacher Conference" illustrates the use of TS GOLD during an actual parent-teacher conference.*

### Finley's Parent-Teacher Conference

[http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference\\_SA.asp](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp)

*This video explains the importance of parent-teacher conferences for parents and for teachers. The clip also shows the actual process of a parent-teacher conference and illustrates a variety of practices such as active listening and focusing on strengths.*

### Reflections During the Final Home Visit

[http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/FinalVisit\\_SA.asp](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/FinalVisit_SA.asp)

*In this video, a mother reflects on how early intervention has positively impacted her child and her family, as well as how her relationship with the physical therapist, Megan, has benefited them.*

### Sharing Documentation with Families

[http://www2.cde.state.co.us/media/resultsmatter/RMSeries/SharingDocumentationWithFamilies\\_SA.asp](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/SharingDocumentationWithFamilies_SA.asp)

*In this video, Sharon Mogen discusses the importance of sharing documentation of the children's work with families.*

### Sharing Video Documentation with Families

<http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#top>

*In this short clip, Christina DeVarona demonstrates how sharing videos with families can provide both families and teachers with insights into the learning styles and development of children.*

### Thompson Family Circles: All About Relationships

[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_PracticesHereAndThere.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticesHereAndThere.htm#top)

*The Thompson Family Circles was developed to provide families of very young children with support that is bilingual. This video describes the program through short clips of their activities and presents parents' viewpoints on how the program has helped them.*



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See for Yourself

### Using Video to Celebrate Progress

[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_EarlyIntervention.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top)

*In this clip, Megan Klish Fibbe explains how videos can be used to highlight the child's progress and family strengths to encourage the family.*

### Using Video to Share with Family Members

[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_EarlyIntervention.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top)

*In this clip, Megan Klish Fibbe explains how videos can be used to include all family members in early intervention, especially since not all members will be present at the session.*

Find It Online

### CONNECT Module 3: Communication for Collaboration

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*This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions.*

### Engaging Families in Pre-K Education

[http://www.pewtrusts.org/our\\_work\\_report\\_detail.aspx?id=59866](http://www.pewtrusts.org/our_work_report_detail.aspx?id=59866)

*This report identifies policies that enhance family involvement in pre-K education and provides examples of states that use those particular policies.*

### Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents

<http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf>

*This resource guide provides an annotated bibliography describing resources for both educators and parents in three areas of parent-professional partnerships: a) Families as advocates, b) Family roles in assessment and intervention, and c) Families as partners in student learning.*

### Family Involvement in Early Childhood Education

<http://www.hfrp.org/content/download/1181/48685/.../earlychildhood.pdf>

*This document discusses the importance of family involvement in early childhood care and education and school-home relationships. The implications for policy, practice, and research are presented.*

### Gathering and Using Information That Families Share

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll\\_background\\_info.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf)

*In order to support the learning and development of young DLLs, staff need to understand children's backgrounds and experiences with more than one language or dialect. This resource can help you learn to gather accurate and useful language information for assessment and planning.*

### Measuring What Matters: Using Data to Support Family Progress

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf>

*This resource provides you with an overview of how programs can use data to engage families and support each family's progress. Specifically, it describes two helpful approaches for using family related data. The first is a set of guiding principles— The Four R Approach (Responsible, Respectful, Relevant, and Relationship-based). The second is a cycle of data activities—The Four Data Activities (Prepare, Collect, Analyze and Aggregate, Share and Use). These principles and activities build on current knowledge about using data in a cycle of continuous learning and improvement.*

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### **National Center on Parent, Family and Community Engagement**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family>

*This website from Head Start contains information on the Parent Family and Community Engagement Framework as well as related resources that are useful for educators and service providers.*

### **Parent–Teacher Conference Tip Sheets for Principals, Teachers, and Parents**

<http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf>

*This document provides tip sheets for principals, teachers, and parents respectively. Educators are provided with ideas for before, during and after the conferences. Parents are provided with pointers on what to expect, what to talk to the teacher about, and ideas for follow-up.*

### **Parent, Family and Community Engagement Resources and Guides**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/resources.html>

*This section of the National Center website offers links to resources, guides, videos, and more to use or share.*

### **Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement**

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce\\_simulation](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation)

*What you do and say matters! Explore and practice everyday strategies to develop positive goal-oriented relationships with a family with these simulations. Simulation 1 allows you to practice building bonds with families, beginning with an intake visit. Simulation 2 explores the process of developing and implementing goals with families.*

### **Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families**

<http://www.clasp.org/resources-and-publications/publication-1/0267.pdf>

*This document discusses the research on young immigrant children and how their socio-economic characteristics can influence their participation in early care and education programs. Policy recommendations and suggestions for future research are also presented.*

### **Taking a Closer Look: A Guide to Online Resources on Family Involvement**

[http://www.hfrp.org/content/download/1337/48833/file/resource\\_guide.pdf](http://www.hfrp.org/content/download/1337/48833/file/resource_guide.pdf)

*This document presents an annotated guide to online resources on family involvement. The resources are grouped in seven categories: knowledge development, professional development, standards, programs, tools, convening, and special initiatives. An appendix listing relevant organizations is provided.*

### **The Virtual Lab School**

<https://www.virtuallabschool.org/>

*The Virtual Laboratory School features an online repository of professional-development videos and instructional materials designed to empower professionals to build their knowledge and skills around best practices in child-care and youth development. Start by selecting a track (infants and toddlers, preschool, school-age), then choosing a course from that track. Each course is divided into topical lessons, each of which includes videos, objectives, content, videos, readings, activities, and assignments.*

### **What is Child Welfare: A Guide for Educators** [http://www.childwelfare.gov/pubs/cw\\_educators.pdf](http://www.childwelfare.gov/pubs/cw_educators.pdf)

*This guide provides an overview of child welfare and gives suggestions on how educators can assist child welfare agencies and families, as well as how child welfare workers can assist educators.*