Family, Child, and Community
March 18, 2014
2:00 pm – 3:00 pm EST
http://scriptnc.fpg.unc.edu
Welcome and Introduction
Logistics

Questions?
Comments?

USE THE CHAT BOX

Press "*6" to mute or unmute your phone

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Supporting Change and Reform in Preservice Teaching in North Carolina

UNC
FPG Child Development Institute
Who’s There?

Type your name and affiliation into chat box

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http://scriptnc.fpg.unc.edu/resource-search
Child, Family, & Community: EDU 131

Approved Course Description
Child, Family, and Community covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

This Landing Pad provides resources that can be incorporated into courses focusing on Child, Family, and Community, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [here](#) to download the landing pad resources as a document.
Handouts

- Just the Facts, Ma'am
- Read All About It
- See For Yourself
- Find It Online

Child, Family, & Community Landing Pad


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


Family Support Services Promote School Readiness
http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/family-support-services-promote-school-readiness


Fostering Parent and Professional Collaboration: Research Brief
https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20v2.0%20Final.pdf

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


The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills
http://www.mdrd.org/publication/impact-family-involvement-education-children-ages-3-8

Preschool-to-Kindergarten Transition Patterns for African American Boys
Context for this Course

- Characteristics of diverse families
- Strategies and techniques that include and empower all families as partners in promoting comprehensive child development
- Recognizing families as the first and most important teacher and decision makers for their child
- Designing strategies for building respectful, reciprocal community partnerships that include early childhood agencies
- Current trends and issues involving child advocacy
- Community resources that are available for diverse families, programs, and schools
General Considerations: Vocabulary

“Family/families” or “parent and family” instead of parents

Person first language (child with a disability instead of disabled child)
General considerations: Images
The teacher’s communication with families is limited to that which is required by the program.
The teacher contacts families to discuss problems or report children’s progress.
The teacher develops dialogues with families to discuss children’s progress and to request help in support of children’s learning and development.
The teacher and families collaborate to share information and support student learning in the program and at home.
Characteristics of diverse families

Pick 5 words activity

- Pass out 3 x 5 or 4 x 6 cards to each student
- Ask each student to write down the 5 words that define family for them. The words can be 5 separate descriptors or a 5 word phrase.
- Ask each student to read their words.
- Discuss differences and similarities among descriptors. Use this to underscore the characteristics of diverse families.
- Option: Create a wordle (http://www.wordle.net) with the descriptors.
Example of a wordle

Source: VGCC Faculty’s Beliefs about Young Children
Today’s Families: Who Are We and Why Does It Matter?

Reflecting on Families (page 50)

Just Google It: Search the web or Google Images for “typical American family” and see what comes up. Your family?

What Does the Ad Say? What family structures, belongings, and values do the families portrayed in TV advertisements promote?

“We are a bilingual, bicultural family. We’ve lived in the United States and México. Our children went to preschool in México. They’ve always spoken English, but did not use it academically until we came here.” — Ellen

“I’m 73, and my husband is 71, and we’ve been parenting our grandchildren. My daughter is an addict. . . . After a long period of treatment and recovery, she’s doing well, but her youngest remains with us and only spends weekends with her mom. We’re fortunate to have our family close. We feel grateful to be able to help.” — Sherry

“The rest of my family is in Kansas. And even in Kansas, the surprising thing about my family is not that we’re lesbian, but that we’re vegetarian!” — Leah

“I am from two families.” — Lauren, elementary student

“There are so many ways to describe our family. We never know what’s going to be on the front burner.” — Lisa
Family Eco-map (a visual depiction of a family’s connections to the external world)

Relationship Key

- Strong
- Stressful
- Tenuous
- Broken/ended

Eco-map activity:
Family Eco-map (a visual depiction of a family’s connections to the external world)

Eco-map Assignment

1. Develop an eco-map for your family.
2. Partner with another student. Compare your eco-maps. Identify five areas in which your families are the same and five areas in which your families differ.
3. Discuss the similarities to discover if your families were the same or just similar.
4. Discuss the differences.
Mixed race family

http://www.youtube.com/watch?v=XZcphqS_Xkg
Observation tools (Handouts 3.1 & 3.2)

Communication Strategies to Build Collaboration

<table>
<thead>
<tr>
<th>Communication Practice</th>
<th>Function</th>
<th>Some Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting content and feelings</td>
<td></td>
<td></td>
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<tr>
<td>Encouraging and affirming</td>
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</tbody>
</table>

Body language

Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.

Reflecting content and feelings

Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.

Encouraging and affirming

Acknowledging the speaker through simple verbalizations encourages the speaker to continue. Commenting about the strengths and positive aspects of the message helps the speaker to feel valued.

Communication Strategies Observation Checklist

This checklist is designed to be used to observe and identify basic communication practices. For each item, check each time you observe a practice in the box provided. Make notes in the space provided about examples you observed within each of the 3 broad categories.

<table>
<thead>
<tr>
<th>Body language</th>
<th>Check Yes or No to indicate whether this occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending and Active Listening</td>
<td></td>
</tr>
</tbody>
</table>

Source: CONNECT Module 3

Supporting Change and Reform in Preservice Teaching in North Carolina

UNC FPG Child Development Institute
CONNECT Module 4: Family Professional Partnerships

Dilemma Videos (Videos 4.1 & 4.2)

Teacher’s viewpoint (China)

Family’s viewpoint (Aaron)
Evaluation Tools (Handouts 4.7 & 4.8)

**BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE**
**(PROFESSIONAL VERSION)**

This survey is about the extent of your satisfaction with your partnership-oriented practices with the families with whom you work. The purpose is to guide you in reflecting on your partnership-oriented practices as the basis for self-improvement. Please read each item by filling in the blank with a name of the parent on whom you will focus in the completion of this survey.

**How satisfied are you with the way that you…**

1. Help ________ gain skills or information to get ________’s child needs.
2. Have the skills to help ________’s child succeed.
3. Provide services that meet the individual needs of ________’s child.
4. Speak up for ________’s child’s best interests when working with other service providers.
5. Let ________ know about the good things your child does.
6. Are available when ________ needs you.
7. Treat ________’s child with dignity.
8. Build on ________’s child’s strengths.

**FAMILY-PROFESSIONAL PARTNERSHIP**

Please use a checkmark ☑ to indicate your level of satisfaction with each of the items below. We will use this information to improve our practices in developing a trusting partnership with you.

- Helps you gain skills or information to get what your child needs.
- Provides services that meet the individual needs of your child.
- Speaks up for your child’s best interests when working with other service providers.
- Knows about the good things your child does.
- Helps you gain skills or information to get what your child needs.
- Treats your child with dignity.
- Build on your child’s strengths.

Source: CONNECT Module 4
Community college faculty shares how she used Module 4
National Center on Parent, Family, and Community Engagement

- Family engagement and school readiness
- Father involvement
- Communicating with families
- Many resources in English and Spanish
Parent, family and engagement simulation

Welcome to the Parent, Family, and Community Engagement Simulation

What you do and say matters! Explore and practice everyday strategies to develop a positive, goal-directed relationship with a family in a virtual Head Start Center. These relationships are key to our work together with families, including the journey toward school readiness.

Skills addressed:
- Accurate reflection of observations
- Active listening
- Encourage sharing
- Support family competence

Last Reviewed: November 2012
Last Updated: September 13, 2013
Favorite video?

Do you have a terrific video that you use in your Child Family & Community Course? If yes, please type the name in the chat box.
To see an example of how to enter a relationship with a family, consider Video 4.5 from CONNECT Module 4.
To show what effective collaboration looks like, consider using segments of *Just Being Kids*.
To show what effective meetings look like, consider resources like Finley’s Parent Teacher Conference.
Open house activity

Why wouldn’t they come?
Your program has...
- Children who speak three different languages at home
- 20% of the children qualify for free or reduced meals
- Several children are in foster care; several live with grandparents

Moms and Dads

HOLD THE DATE for

2013 Open House Orientation
“Lunch and Learning”
12 - 2 Next Wednesday

Come support your child!

PLEASE: Bring enrolled children only.
Do you have an assignment like this?

**Article Summary**- Conduct a search of journal articles related to family structure today and/or experiences of parenting. Read and summarize four of the articles that you found. Include the following points in your summary for each article:
- title, author, and publication date
- main points of the article
- your reaction to the article

Let’s look at some options. . . .
Select ____ articles from column A and ____ from column B

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Young Children</td>
<td>• Young Exceptional Children</td>
</tr>
<tr>
<td>• (Child Care) EXCHANGE</td>
<td>• Exceptional Parent</td>
</tr>
<tr>
<td>• Early Childhood Research Quarterly</td>
<td>• Journal of Early Intervention</td>
</tr>
<tr>
<td>• Early Childhood Research and Practice (online)</td>
<td>• Infants and Young Children</td>
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<tr>
<td>• ZERO TO THREE</td>
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</tbody>
</table>
Option 2: Beyond the abstract

1. Ask students to read two articles that present different family perspectives. For example, Parker (2012) and Mullis (2002).
2. Based on what they read, ask them to identify each family’s concerns, priorities, and resources.
3. Ask each student to think about what else they might like to ask each family in order to be well prepared to support their child.
4. Pair students up to compare their responses.

<table>
<thead>
<tr>
<th>Article</th>
<th>Concerns</th>
<th>Priorities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parker (2012)</td>
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<tr>
<td>Mullis (2002)</td>
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</tbody>
</table>
Option 3: Effective practices

Instead of asking students to summarize articles, ask them to

1. Identify two or more evidence-based practices that were mentioned in the article

2. Describe how those practices might be effective in a setting with which students are familiar
Effective meetings with families

Do you have an assignment like this?

**Parent-Teacher Conference Plan:** Develop an outline for an effective and productive parent teacher conference.

**Consider the following**
- Will all students have seen a family conference before?
- Have you provided an overview or checklist of things to consider before, during, and after the conference?
- Have you provided an explicit rubric for your students so they know to consider home language and other variables?
- What else?
Effective guidance

Do you have an assignment like this?

Parent Involvement Policy- Develop a policy that addresses parent involvement in an early childhood program. The policy should include the program's philosophy regarding parental participation, as well as strategies that the program employs to promote active involvement of parents. Opportunities for involvement should be addressed, including parent visits, volunteerism, and advisory roles of parents.

Consider the following

• Will all students have seen a family involvement policy before?
• Have you discussed ways in which family engagement can benefit achievement for young children?
• Have you provided an explicit rubric for your students so they know to consider home language and other variables?
• What else?
We believe that . . .

Learning about and respecting differences among people are promoted when children have many opportunities to play and interact with classmates of different racial and cultural backgrounds and varying abilities.
Community resources

Do you have an assignment that requires students to identify different resources for families in your community?

Does the assignment support your students in learning about
• Accessing interpreters and translators?
• Sources of respite care for families who have a child with a disability?
• Community resources to support families who are homeless?
• Community-based recreation programs to support active, outdoor play?
Do you have an assignment like this?

Students will identify a family who has a child or children in the birth – 8 age range. They will observe the family and interview 1-2 adult family members to gather information about family goals, values, and priorities for the learning and development of their child. As a result of the interview students will research and identify resources within the family’s community to support the family.
What about something like this?

- Require students to interview a family that is different than their own in terms of culture, language, socio-economics, etc.
- Incorporate questions that might provide insights to the cultural dimensions of the family’s story.
- Instead of presuming what the family might need, require students to work with the family to identify something they would like to know. It may be a question about a service (“Can you get the food stamps folks to return my call?”), a skill (“My child really likes to draw. What are some effective ways to build on that talent?”), or a challenge (“How can I get my child to play outside instead of sitting at the computer?”). The benefit to making this shift is that it focuses the student’s creativity and evidence-based resources on what the family wants instead of what the student thinks the family needs. They may be completely different things.
Heartland Equity and Inclusion Project (HEIP)

What is the Heartland Equity and Inclusion Project?
The Heartland Equity and Inclusion Project (HEIP) is a four-year project funded by the Office of Special Education Programs of the U.S. Department of Education. HEIP is designed to ensure paraprofessionals have the knowledge, skills and dispositions required to support the diverse development and learning needs of young children and their families in high-quality, inclusive classroom communities. The project addresses a significant issue in the fields of early childhood and early childhood special education today: the lack of blended community college paraprofessional programs that prepare students to support the development and learning of each and every child.

What are the goals of the HEIP Project?
The goals of the HEIP Project at Heartland include:
- Redesigning seven core courses in Heartland’s early childhood education curriculum to create a fully blended curriculum that prepares practitioners to support the development and learning of children who are culturally, linguistically and ability-diverse.
- Providing training and ongoing support to Heartland and Illinois early childhood faculty to ensure they have the knowledge, skills and dispositions needed to prepare professionals to support the development and learning of each and every child.
- Expanding the capacity of community-based childcare to provide high-quality, inclusive programming for practicum student placement.

What are the core courses?
The seven core courses represent the efforts of early childhood general, special, and bilingual two- and four-year faculty throughout the state of Illinois. The courses represent current evidence-based practices and research and are designed to prepare practitioners at the community college level with the knowledge, skills, and dispositions they need to support each and every child within thinking classroom communities. The core courses provide a strong educational foundation, as courses are based on the Illinois Professional Teaching Standards, NAEC Standards for Professional Preparation, the DEC Professional Preparation Standards, and are cross-walked to the Gateways to Opportunity benchmarks.

Use of the core courses ensures:
- Continuity of course offerings and quality across the community college system
- Ease of participation with Gateways' Credential system
- Practitioners have knowledge, skills and dispositions needed to support each and every child and their family, inclusive of diversity in culture, language and ability

The core courses are:
- Introduction to Early Childhood Education **(PDF format, 121 KB, 6 pages)**
- Child Growth and Development **(PDF format, 107 KB, 5 pages)**
- Early Childhood Curriculum Development **(PDF format, 142 KB, 6 pages)**
- Observation and Assessment of the Young Child **(PDF format, 116 KB, 4 pages)**
- Child Development Practicum I **(PDF format, 212 KB, 7 pages)**
- Health, Safety, and Nutrition for the Young Child **(PDF format, 168 KB, 6 pages)**
- Child, Family, and Community **(PDF format, 146 KB, 5 pages)**
CHLD 209: Child, Family and Community

This course focuses on the diverse needs of the child within the context of family, school and community. The course will examine the interplay of diverse cultures, lifestyles, abilities, language and communication with the role of the early childhood environment supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources.

CHLD 209 Syllabus (PDF format, 163 KB, 4 pages)

Activities

- Abuse and Neglect (PDF format, 130 KB, 2 pages)
- Community Resources (PDF format, 126 KB, 2 pages)
- CONNECT Module 4 Family Professional Partnership (PDF format, 171 KB, 2 pages)
- Family Involvement Plan (PDF format, 129 KB, 2 pages)
- Family Night (PDF format, 147 KB, 2 pages)
- Family Profile (PDF format, 127 KB, 2 pages)
- IRIS Module: Collaborating With Families (PDF format, 168 KB, 2 pages)
- IRIS Module: Cultural and Linguistic Differences (PDF format, 160 KB, 2 pages)
- Service Learning Project (PDF format, 144 KB, 2 pages)

Handouts

Various resources used within the course or assigned activities.

- Family Involvement Plan Form (PDF format, 101 KB, 1 page)
- Family Profile Form (PDF format, 101 KB, 1 page)
- Family Story Analysis Form (PDF format, 86 KB, 1 page)
- Field Experience Verification Form (PDF format, 78 KB, 1 page)

Content Questions (PDF format, 144 KB, 5 pages)

Compilation of questions pertaining to textbook and additional course readings. Questions are arranged sequentially by textbook chapter.

Discussion Questions (PDF format, 160 KB, 5 pages)

Potential topics for discussion in an online discussion board or during classroom instruction.

Readings and Resources (PDF format, 153 KB, 2 pages)

Current, evidence-based resources aligned with OSEP-mandated objectives based on knowledge, skills, and dispositions early childhood practitioners need to acquire to support the learning and development of children and families within inclusive settings.

**Note: You must download and install Adobe Acrobat Reader in order to view and print PDF documents.**
Questions?
Upcoming Webinar

Co-sponsored by SCRIPT-NC and ACCESS

April 16, 2:00 pm – 3:00 pm EST

Topic: Child Development (birth to 8)

Register and check out the topics/dates for our 2014 webinar series: http://scriptnc.fpg.unc.edu/2014-script-nc-webinar-series
BONUS: Rose’s IEP Meeting