



Ideas and Strategies for Incorporating the DEC Recommended Practices in Child, Family, and Community

Evidence-based practices for supporting thoughtful collaboration with families, such as those delineated in the **DEC RECOMMENDED PRACTICES FOR FAMILY**¹ are effective when used to support families who have a child with a disability as well as almost any other family. The practices are listed below.

- 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.

Here are some options for how to help students know about and apply these practices to building effective collaboration with families.

- Make an observation checklist with some/all of the practices. Ask students to use the checklist while watching videos that show family-professional interactions. One resource to use in this way is videos 4.8, 4.9, and 4.10 from CONNECT Module 4 (<http://community.fpg.unc.edu/connect-modules/learners/module-4>).
- Once students are familiar with the checklist from using it in conjunction with videos, ask them to use it while observing a live family-professional meeting. Consider whether the student might share their observations with the professional who was involved in the meeting.
- Ask students to compile examples of effective strategies for addressing each practice. For example, what are ways professionals can help family members to identify formal and informal community resources that they can draw upon to achieve their goals (F7).

¹ Find the DEC Recommended Practices online at <http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf>