

# Engaging Parents: An Important Role for All Practitioners

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## Focus of this Presentation

- Talk about our goals when working with parents
- Talk about strategies for enhancing parental competence
- Talk about some of the challenges and solutions in working with parents.
- Talk about resources that you might find helpful in working with parents.

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## Possible Goals for Working with Families

- Help parents find the resources they need for their family
- Help parents create a safe environment for their family
- Help parents get the medical care they need for their children
- Help parents to be great parents

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Head Start Parent and Family Engagement Outcomes	
<b>Family Well-Being</b>	Parents and families are safe, healthy, and have increased financial security.
<b>Positive Parent-Child Relationships</b>	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
<b>Families as Lifelong Educators</b>	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.
<b>Families as Learners</b>	Parents and families advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.

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Head Start Parent and Family Engagement Outcomes, <i>continued</i>	
<b>Family Engagement in Transitions</b>	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
<b>Family Connections to Peers and Community</b>	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
<b>Families as Advocates and Leaders</b>	Parents and families participate in leadership development, decision making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

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IDEA Parent Outcomes	
Families understand their child's strengths, abilities, and special needs.	
Families know their rights and advocate effectively for their child.	
Families help their child develop and learn.	
Families have support systems.	
Families access desired services, programs, and activities in their communities.	

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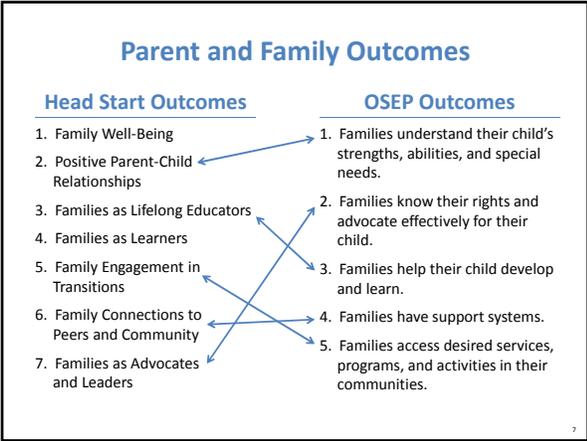
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- ### Challenges
- Sometimes hard to get a response to requests
  - Sometime tough to get follow through
  - Frequently miss appointments
  - Sometimes hard to keep engaged
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### Contrasting Approaches to Intervention

Capacity-Building Models	Traditional Models
Promotion	Treatment
Empowerment	Expertise
Strengths-Based	Deficit-Based
Resource-Based	Service-Based
Family-Centered	Professionally-Centered

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## Conceptual Foundations (Capacity-Building Paradigm)

Promotion Models	Enhancement and optimization of competence
Empowerment Models	Create opportunities to use existing abilities and learn new competencies
Strengths-Based Models	Emphasis on the use of strengths to obtain resources improving functioning
Resource-Based Models	Use of a broad range of resources and supports as “interventions”
Family-Centered Models	Family choice and family involvement in obtaining resources and supports

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## DEC Recommended Practices

1. Practitioners **interact with the family in ways that are sensitive and responsive** to cultural, linguistic, and socio-economic diversity and that build **mutual** trust and respect.
2. Practitioners use **effective communication strategies** (including attending and active listening; seeking and verifying; and joining and supporting) that are responsive to the family's concerns, priorities, and changing life circumstances.
3. Practitioners **provide the family with complete and unbiased information** in order for family members to make **informed choices and decisions**.
4. Practitioners build on the family's strengths to support family functioning, **promote family member competencies, and strengthen parent-child relationships**.
5. Practitioners assist family members to **identify and access formal and informal resources** and supports to achieve family-identified outcomes or goals.
6. Practitioners provide the family with **individualized and flexible opportunities** to **enhance their knowledge, skills and confidence** related to their child's development and learning.
7. Practitioners and the family **work together** to achieve family-identified outcomes and goals.

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## Division for Early Childhood Recommended Practices

<http://www.decrepractices.org>



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### Family-Centered Practices

Family-centered practices are practices that place primary emphasis on creating a relationship with a parent in such a manner that uses and builds on the parent's capabilities and competencies when supporting his/her child

- Relational Practices
- Participatory Practices

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### Relational Practices

Relational practices include behaviors typically associated with effective help giving (active listening, compassion, empathy, etc.) and positive practitioner attributions about parent capabilities.

- These kinds of practices are typically described in terms of behaviors that strengthen parent and practitioner interpersonal relationships (mutual trust, collaboration, etc.).
- Relational practices also include practitioner **beliefs about existing family member strengths** and their **capacity** to become more competent as well as **practitioner respect for personal and cultural beliefs and values**.

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### Family-Centered Practices Scale

#### Relational Indicators

- Staff really listen to my concerns/requests.
- Staff see my child/family in a positive, healthy way.
- Staff understand my child's/family's situation.
- Staff recognize my child's/family's strengths.
- Staff recognize the good things I do as a parent.
- Staff do what they promise to do.
- Staff are warm and caring toward me.

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**Participatory Practices**

Participatory practices include behaviors that involve parent choice and decision making, and which meaningfully involve parents in actively procuring or obtaining desired resources or supports for achieving desired life goals.

- These kinds of practices **strengthen existing competencies** and **provide opportunities for learning new capabilities** by engaging family members in **informed choices and acting on those choices**.
- Participatory practices also include **practitioners' responsiveness** to a family's situation and changing life circumstances, and help-giver flexibility to these situations and circumstances.

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**Family-Centered Practices Scale**

**Participatory Indicators**

Staff provide me information to make good choices.

Staff respond to my requests for advice/assistance.

Staff help me be an active part of getting desired resources/supports.

Staff are flexible when my family's situation changes.

Staff help me learn about things I'm interested in.

Staff support me when I make a decision.

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**Video**

Bubbles

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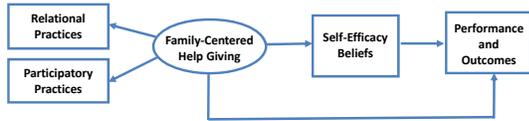
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### Relationships Among Family-Centered Help Giving Practices, Self-Efficacy Beliefs, and Program Participant Outcomes



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### Video

Practices with families

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### “Unresponsive” Parents

- Why might this happening?
- What does the parent do well?  
What are the parent’s strengths?
- What are the interests of the parent?
- Patience, Patience, Patience

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### Telling “Bad News”

- Be honest
- Listen for their feelings
- Listen for their informational needs

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### Parent-Professional Conferences

- Prior to meeting
  - Ask parents when it would be convenient to meet
  - Ask parents what they want to discuss
  - Provide all relevant information
- Introduce everyone in the room including yourself
- Review the agenda
- Use good communication facilitators

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### Communication Facilitators

- Wait Time
- Overlapping Talk
- Topic Changes
- Technical Terms

Cheatham, G.A. & Ostrosky, M.M. (2009).  
*Listening for details of talk*. Young  
Exceptional Children, 13(1), 36-49.

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**Community Mapping Action: Uncovering Resources and Assets for Young Children and their Families**

- “Through community mapping, EI/ECSE professionals can gather neighborhood resources that potentially can have a profound impact on family outcomes by providing useful information to families.”
- Provides a roadmap to uncovering resources for young children

Rosario Ordoñez-Jasis and Janice Myck-Wayne, *Community Mapping in Action: Uncovering Resources and Assets for Young Children and Their Families*, *Young Exceptional Children* 2012 15: 31-45.  
<http://yec.sagepub.com/cgi/reprint/15/3/31?ikey=1jgTJdChCHo2&keytype=ref&siteid=spyec>

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**Home-School Collaboration for Embedding Individualized Goals in Daily Routines — Salazar, 2012**

- “Collaborative planning for an activity-based approach to intervention allows teachers and parents to work together on shared goals within the natural contexts of daily routines and activities.”
- Provide tools to guide you through this process

Marisa J. Salazar, *Home-School Collaboration for Embedding Individualized Goals in Daily Routines* *Young Exceptional Children* 2012 15: 20-30.  
<http://yec.sagepub.com/cgi/reprint/15/3/20?ikey=KkOcpitQ58Zq&keytype=ref&siteid=spyec>

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**Blogs**

- Practitioners can provide information about what a child did during the day
- Practitioners can post something a child does and how it shows what he is learning — “... shows he is starting to understand the purpose of drawing/ writing and some early literacy awareness”
- Parents can write to teachers about what their children did outside of school

Powell, G. & McCauley, A.W. (2012). *Bloggng as a way to promote family-professional partnerships*. *Young exceptional Children*, 15(2), 20-31.  
<http://yec.sagepub.com/cgi/reprint/15/2/20?ikey=qSCLrGbOJIE6&keytype=ref&siteid=spyec>

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- **Benefits of Blogging for Parents**  
Increases communication about what is happening at school
- **Benefits of Blogging for Children**  
Encourages parents to read blog entries with their child
- **Benefits of Blogging for Educators**  
Becomes a way of documenting progress

Powell, G. & McCauley, A.W. (2012). *Blogging as a way to promote family-professional partnerships*. *Young Exceptional Children*, 15(2), 20-31.  
<http://yec.sagepub.com/cgi/reprint/15/2/20?ikey=qsCL/cGBoQJE6&keytype=ref&siteid=spyec>

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## Head Start's National Center on Parent, Family, and Community Engagement

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



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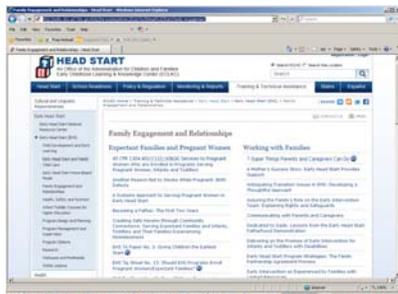
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## Head Start Resources on Family Engagement and Relationships

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/family-engagement>



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## Head Start Parent, Family, and Community Engagement Simulation

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



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## Resources for Families

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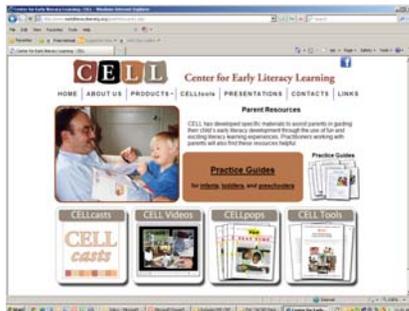
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## Parent Practice Guides from the Center for Early Literacy Learning (CELL)

<http://www.earlyliteracylearning.org/parentresource1.php>



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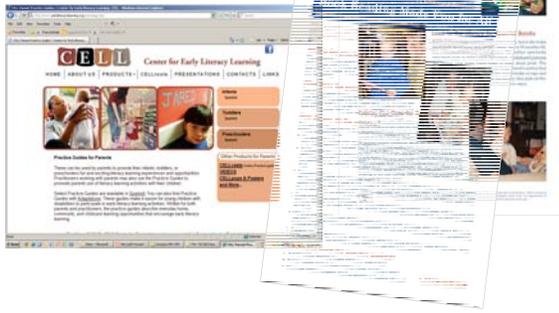
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## CELLpractices Handouts

<http://www.earlyliteracylearning.org/parentpgs.php>



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## CELLpops Interactive and Print Posters

[http://www.earlyliteracylearning.org/ta\\_cell\\_pop1.php](http://www.earlyliteracylearning.org/ta_cell_pop1.php)



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## CELLvideos

[http://www.earlyliteracylearning.org/ta\\_pract\\_videos1.php](http://www.earlyliteracylearning.org/ta_pract_videos1.php)



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## Additional Print Resources from TACSEI

<http://www.challengingbehavior.org/communities/families.htm>

**POSITIVE SOLUTIONS FOR FAMILIES**  
Eight Practical Tips for Parents of Young Children with Challenging Behavior  
By Mark Dixon and Jill Stevenson

**Technical Assistance Center on Social Emotional Development for Young Children**  
University of Utah Press  
1600 East 1500 South, Suite 200, Salt Lake City, UT 84143  
Phone: 801-533-8000  
Fax: 801-533-8001  
www.tacsei.org

**The National Resource Center on Social Emotional Development for Young Children**  
University of Utah Press  
1600 East 1500 South, Suite 200, Salt Lake City, UT 84143  
Phone: 801-533-8000  
Fax: 801-533-8001  
www.tacsei.org

**Tip #1: Clearly State Your Expectations to Address**

**Tip #2: Offer Limited, Reasonable Choices**

**Tip #3: Use Natural Consequences**

**Tip #4: Use Logical Consequences**

**Tip #5: Use Praise**

**Tip #6: Use Rewards**

**Tip #7: Use Time-Out**

**Tip #8: Use Time-In**

**Tip #9: Use Time-Out**

**Tip #10: Use Time-In**

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## Web Resources

**StumbleUpon**

**SOCIAL MEDIA**

**Pinterest**

**Find us on: facebook®**

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## Conclusion

- Watching families grow in confidence is one of the most exciting things
  - You can have a powerful confidence-building influence by being strengths-based, encouraging families to make their own decisions, and by helping parents understand what a great “job” they are doing with their children.
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## Resources

- Powell, G. & McCauley, A.W. (2012). *Bloggng as a way to promote family-professional partnerships*. *Young exceptional Children*, 15(2), 20-31. <http://yec.sagepub.com/cgi/reprint/15/2/20?ikey=qsCLcGbQfJE6&keytype=ref&siteid=spyec>
- Marisa J. Salazar  
*Home-School Collaboration for Embedding Individualized Goals in Daily Routines*. *Young Exceptional Children* 2012 15: 20-30. <http://yec.sagepub.com/cgi/reprint/15/3/20?ikey=KkOcpitQ58Zq.&keytype=ref&siteid=spyec>
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*Community Mapping in Action: Uncovering Resources and Assets for Young Children and Their Families*. *Young Exceptional Children* 2012 15: 31-45. <http://yec.sagepub.com/cgi/reprint/15/3/31?ikey=lgTNjdCHCH1o2&keytype=ref&siteid=spyec>

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## Division for Early Childhood (DEC) of the Council for Exceptional Children

- Council for Exceptional Children [www.sped.org](http://www.sped.org)
- Division for Early Childhood. [www.dec-sped.org](http://www.dec-sped.org)

44

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