

Welcome!
Using
Relationship-
Based Practices
to Engage
Families

Region X Leadership
Conference
March 5, 2014



THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement

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Introductions



Hello Mabari
Guten Tag
Nyoboo
Salam
Buenos dias
Kia ora
Konichiwa
Bonjour

What about your work with HS/EHS
excites you?

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Evaluation

Instructions:

Please fill out the box
in the upper right hand
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Presentation Survey
with the information
located to the left

• Event Name: Region X LC

• Date: 03/05/14

Presenter (s): Mindy May,
Dewana Thompson

Presentation:
Relationship Based Practices

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Training Objectives



- Identify the role of relationships in family engagement.
- Explore relationship-based practices that support engagement success.

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K What I Know	W	L	D What Will I Do With This knowledge?
Requires rapport/trust in order for families to give feedback Opens the road to self-sufficiency More engaged and involved Each family is unique – require individualization Set aside own judgments, agenda when building a relationship Conversations that include LISTENING Men may need specific strategies for engagement Respect has to be given in order to be received. Parents really do love their children. Take culture into consideration	How to engage the more difficult to reach families Strategies for engagement Staff buy in to FW Using relationships to get family buy in with SR and Health. What help motivates families – what are the triggers? How do we measure outcomes of the work we are doing? How do we know when families are engaged, not just comfortable? How to get staff to know difference between involving and engaging? Maintaining boundaries while still being supportive! How do we work with families with issues (mental health, drug abuse, housing) that aren't focused on child? Having families be honest – not telling us what we want to hear.		

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“A little knowledge that acts is worth infinitely more than much knowledge that is idle.”

-Kahlil Gibran



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Involvement



Engagement





One Way and Two Way Interactions

Parent Involvement

- A one way behavior: parents come to the center
- Or parents let the home visitor in



Family Engagement

- A two way interaction: parents and staff come toward each other
- Parents and staff are both changed, both change each other through this interaction





Barriers to Involvement and Engagement are Different

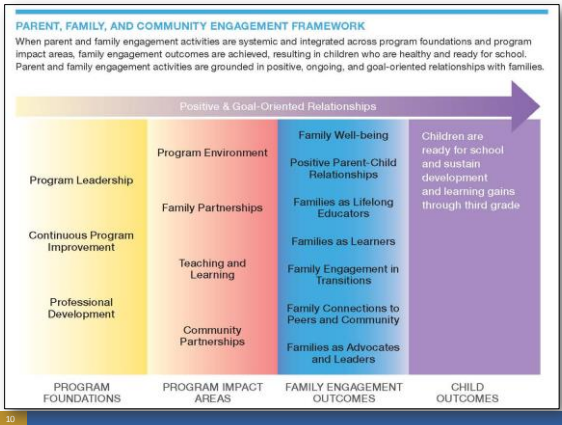
Examples of Barriers to Involvement

- Transportation
- Child care
- Work obligations
- Scheduling conflicts
- Bad weather

Examples of Barriers to Engagement

- Fear
- Suspicion
- Distrust
- Pride
- Cultural uniqueness
- Feelings of being unwelcome, disrespected, or overpowered
- Power imbalance
- Misunderstandings
- Beliefs about parent and teacher roles





Ingredients for Engagement Success

- A systemic, integrated and comprehensive approach to engagement – PFCE Framework is a guide
- **Positive, goal-oriented relationships which are supported by a set of beliefs, attitudes, practices and activities**
- Assessing and measuring progress in your engagement efforts



What are Positive, Goal-Oriented Relationships?



Engaging in mutually respectful, goal-oriented partnerships with families to promote both child and family outcomes

What do you expect of parents?

- Send children to school regularly
- Follow through with appts.
- Communicate – share needs, let us know if they can't show up;
- Being truthful
- Engaged to the level that they can
- Understand they are the primary teacher.
- Willing to learn
- Putting children first
- Respecting other families
- Inform us of health status of child
- Make effort to help themselves
- Work within guidelines/policies of program
- Advocate and speak up for child
- Share personal info. w/o having an established relationship with them

What do parents expect of you?

- Expert on everything
- Confidentiality
- Keep children safe
- Wave a wand and make things perfect – now!
- Teach children what they need to learn
- Tell them the rules of the program
- Have resources they need
- Know their child and see them as unique and special
- Respect
- Not to judge them/being judged

EXPECTATIONS

BREAK – 10 Minutes



Using a set of beliefs, attitudes, and practices



Attitude

A frame of mind that we take towards someone



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Strengths-Based Attitudes

- Families are the first and most important teachers of their children
- Families are our partners with a critical role in supporting their child’s development
- Families have expertise about their child
- Families have something valuable to contribute

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Relationship-Based Practices for Family Engagement

1. Describe observations of the child’s behavior to open communication with the family
2. Reflect on the family’s perspective
3. Support parental competence
4. Focus on the family-child relationship
5. Value a family’s passion
6. Reflect on your own perspective

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What practices and attitudes does this teacher use with this parent?





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Parallel Process

“Do unto others as you would have others do unto others”
(Pawl, 1995)



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Resources to Support You

Head Start and Early Head Start Relationship-Based Competencies for staff and families who work with families

Best Practices in Family and Community Engagement Video Series

PGOR Tool

Research to Practice Series Overview

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K What I Know	W What I Want to Know	L What I Learned	D What Will I Do With This Knowledge?

“In the end, what matters is what we do with parents and how that changes their interactions with their children. When they get a job or get a degree or get involved in program governance, it can transform how they see themselves and how they see the future for their children as well.”

Office of Head Start Manager

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You have brains in your head.
 You have feet in your shoes.
 You can steer yourself
 any direction you choose.
 You're on your own. And you know what you know.
 An YOU are the guy who'll decide where to go.

-Dr. Seuss, Oh the Places You'll Go



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Evaluation



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Thank you!



Please contact us:

NCPFCE@childrens.harvard.edu
 Or
 855-208-0909 (Toll Free)
 www.ncpfce.org

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