

While You're Waiting.....


While you are waiting for the webinar to begin, please introduce yourself in the chat box:

- Tell us your name
- What is your current role, and
- How long have you been in this role?

Participation Note:
We love Wi-Fi, but for the best webinar experience, please make sure you are hardwired to an Ethernet cable.
Using Wi-Fi alone may result in problems with viewing the short videos we plan to share during this webinar.

NCECDTL

1



Engaging Families in Home-based

August 13, 2019

Presenters:
Randi Hopper, NCECDTL

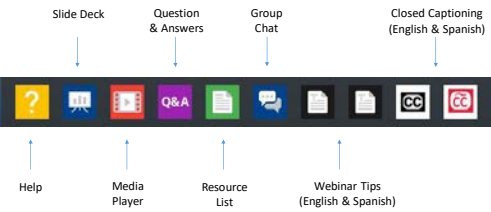
NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

NCECDTL

2

1

Webinar Features



Slide Deck Question & Answers Group Chat Closed Captioning (English & Spanish)

Help Media Player Resource List Webinar Tips (English & Spanish)

NCECDTL

3

Session Objectives

At the end of this presentation, you should be able to:

- Explore the expectations and benefits for families enrolled in home-based programs
- Review how alignment of program goals and family goals increase family engagement
- Identify possible barriers to family engagement and share strategies to reduce them
- Review resources that support engaging families

NCECDTL

4

Poll Question

Which statement best describes you in your role?


- A. I am a home visitor and directly engage with families
- B. I am a parent or guardian and directly engage in home-based services
- C. I am a manager, supervisor, or coordinator and directly support those providing home-based services
- D. I am a coach and directly support those providing home-based services
- E. I am an administrator or director and directly support home-based program planning

NCECDTL

5

2

What's Unique About the Home-Based



NCECDTL

6

 § 1302.30—Education and Child Development Services

All programs must provide high-quality early education and child development services.


A center-based or family child care program must embed responsive and effective teacher-child interactions.

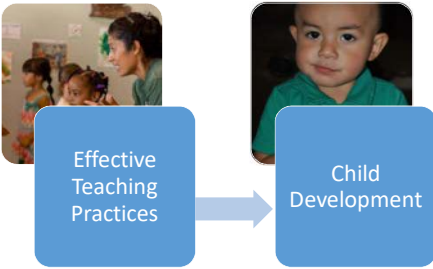
A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences.






7


 Center-Based and Family Child Care Practices

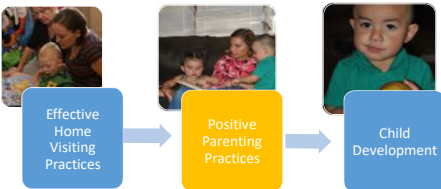





8

3

 What's Different for a Home Visitor?





9

Home Visiting: A Unique Opportunity

“Home visiting isn’t simply an alternative way to deliver services to children. Rather home visiting offers a unique approach—in purpose, outcomes and pathways—to enhance parenting behaviors that support children’s early development.”

- Helen Raikes, et al, 2014


ECDFL

10

Expectations of Families in Home-Based

Expectations:

- Actively participating in each home visit.
- Sharing information about their family and happenings during the week.
- Completing various program paperwork.
- Engaging in joint planning of home visit and socialization activities.
- Consistently communicating with home visitor and other program staff.



ECDFL


11

4

Benefits for Families in Home-Based

Benefits:


- Consistent interaction and focus on the needs of the family.
- Individualized support of the parent’s role.
- Activities focused on the parent and child.
- Joint planning to promote ongoing learning in the home.
- Opportunities to expand knowledge of child development and other areas of interest.



ECDFL

12


Voices from the Field



NCECDTL

13

Intentional Planning for Increased Engagement



NCECDTL

14

5

What Are Program Goals

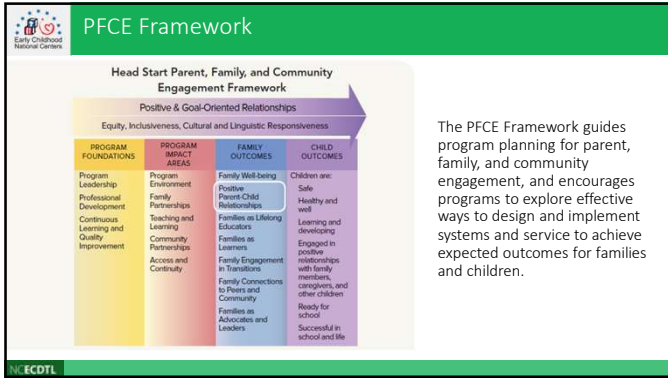
Program goals are broad statements that describe what a program intends to accomplish.

Each Head Start program's long-term goals provide a framework for the program's mission, including priorities related to education, nutrition, health, and parent and family engagement program services.

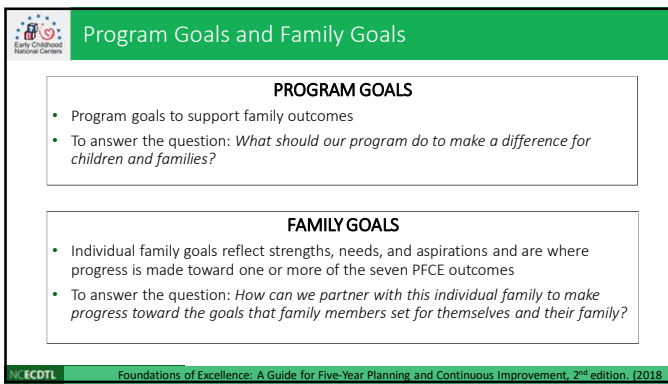
BROAD:
Bold
Responsive
Organization-wide
Aspirational
Dynamic

NCECDTL

15

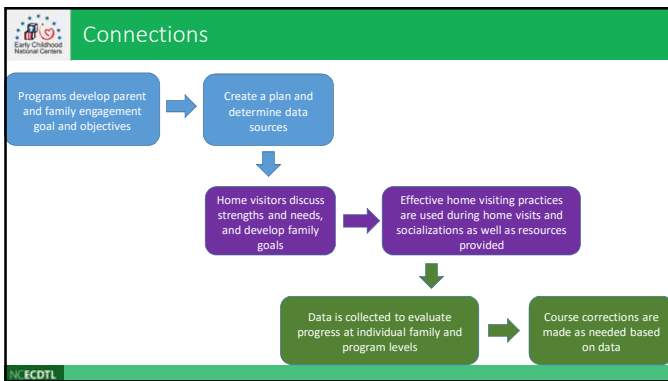


16



17

6




18

Giving Families A Voice

Families tend to engage more when they have a voice in the program and family goal setting processes.


Engagement increases when families feel respected and that they are making meaningful contributions to the program and their child's learning.



NCECDTL

19

Reducing Barriers to Family Engagement



NCECDTL

20

7

Common Barriers to Family Engagement

Some Common Barriers to Family Engagement

- Depression
- Substance Misuse
- Anxiety
- Attention Deficit Disorder
- Custody Issues
- Incarceration
- Food Insecurity
- Housing Issues
- Lack of parenting skills



NCECDTL

21

Poll

Identify which of the following common challenging situations are impacting the families that you work with? (select all that apply)

- Depression
- Substance Misuse
- Anxiety
- Attention Deficit Disorder
- Custody Issues
- Incarceration
- Food Insecurity
- Housing Issues
- Lack of parenting skills

ECDFL

22

Potential Impacts on Home Visits

When families are facing challenging situations, it impacts their ability to be engaged in home visiting – probably at a time when they could use support the most!

Some of the impacts include:

- Parents disengaged...
- Financial insecurity...
- Reluctance...
- Low priority...

ECDFL


23

8

Strategies to Reduce Barriers to Family Engagement

Strategies to reduce barriers to family engagement:

- Strength-based Approaches
- Motivational Interviewing
- Family Connections: A Mental Health Consultation Model



ECDFL

24

Strength-Based Approach

Remember to:

- Recognize family strengths
- Follow the family's lead
- Meet families where they are
- Connect families to services when they are ready
- Collaborate with the child's other primary caregivers
- Build relationships with other providers and programs in the community


ECDTL

25

Motivational Interviewing Techniques

Five strategies for Motivational Interviewing:

1. Ask open-ended questions
2. Listen reflectively
3. Summarize
4. Affirm
5. Elicit self-motivational statements




ECDTL

26

9

Family Connections: A Mental Health Consultation Model

- Having difficult conversations
- Understanding depression across cultures
- Fostering Resilience
- Parenting through tough times
- Self-reflection as a professional tool
- Self-reflection in parenting
- Supportive supervision

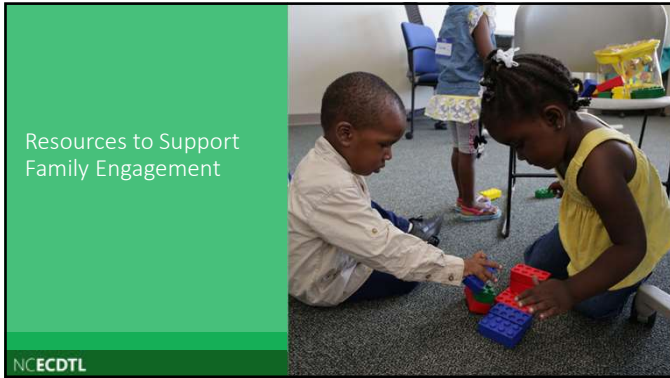


<https://eclkc.ohs.acf.hhs.gov/mental-health/article/family-connections-mental-health-consultation-model#intro>

Slide source: National Center on Early Childhood Health and Wellness

ECDTL

27



28

Relationship-Based Competencies

The Relationship-Based Competencies (RBCs) are based on research and recommended practice across many fields working with families from pregnancy through the early childhood years.

Relationship-Based Competencies to Support Family Engagement Overview for Early Childhood Professionals: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement>

Relationship-Based Competencies for Home Visitors: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement-professionals>

29

Understanding Family Engagement Outcomes: Research to Practice Series

Understanding Family Engagement Outcomes: Research to Practice Series addresses each of the family engagement outcomes of the PFCE Framework. Each resource presents a summary of selected research, proven interventions and promising practices, and program strategies.

<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/understanding-family-engagement-outcomes-research-practice-series>

30

Building Partnerships Series

Attitudes and Practices from the Building Partnerships: Guide to Developing Relationships with Families explores the role that positive goal-oriented relationships play in effective parent, family, and community engagement.

<https://eclkc.ohs.acf.hhs.gov/family-engagement/developing-relationships-families/building-partnerships-guide-developing>



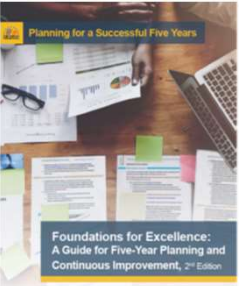
Building Partnerships Series
For Early Childhood Professionals

Guide to Developing Relationships with Families

ECDFL

31

Foundations of Excellence



Foundations for Excellence: A Guide for Five-Year Planning and Continuous Improvement, 2nd Edition, highlights how sound planning practices support effective Head Start programs.

Programs use this comprehensive guide to learn what Head Start expects from programs' strategic planning and ensure that programming is responsive to community needs throughout the five-year grant period.


<https://eclkc.ohs.acf.hhs.gov/program-planning/article/foundations-excellence-guide-five-year-planning-continuous-improvement-2nd>

ECDFL

32

1 1

Home Visitor's Handbook



The Home Visitor's Handbook provides key information about the home-based program option, family engagement, comprehensive services, and other areas essential for home visitors.

<https://eclkc.ohs.acf.hhs.gov/program-planning/home-visitors-handbook/introduction-home-visitors-handbook>

ECDFL

33

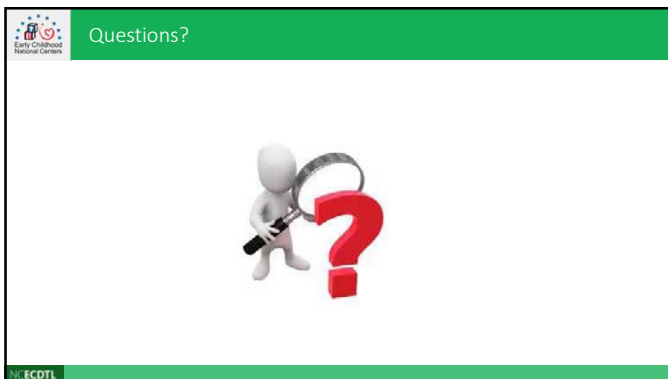


34





35

1 2




36


 Early Childhood National Centers




For more information, please contact us at ecdtl@ecetta.info or call (toll-free) 1-844-261-3752

 ECDTL

37

 Early Childhood National Centers

[evaluation link]

 ECDTL

38

1 3