



Family
Engagement in
Early Care and
Education

Partnerships That Foster Development and Learning Suggested Resources



ARTICLES

Bornstein, M. H. (2012, June). Cultural approaches to parenting. *Parenting: Science and Practice*. 12(2-3), 212-221. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3433059/>

This article examines culture and parenting, including similarities and differences in parenting across cultures. The article concludes with recommendations for future research and implications for social policy.

Ray, J., Pewitt-Kinder, J., & George, S. (2009). Partnering with families of children with special needs. *Young Children*, 64(5), 16-22.

This article identifies approaches to working with families in supporting the learning and development of their children with special needs.

Galinsky, E. (2010, July 9). PBS's 'This Emotional Life': The magic of relationships. http://www.huffingtonpost.com/ellen-galinsky/pbss-this-emotional-life_b_568178.html

In this article, the author talks about the importance of relationships and the observation that young children's achievements occur in close relationships with others. The author describes seeing the effect of early relationships as she wrote the book, *Mind in the Making*. She describes the *Still-Face* experiment, where parents who were once responsive keep a frozen face when interacting with their infants.

GUIDES AND REPORTS

Institute of Museum and Library Services. (2013). *Growing young minds: How museums and libraries create lifelong learners*. <http://www.ims.gov/assets/1/AssetManager/GrowingYoungMinds.pdf>

This report highlights the importance of engaging with libraries and museums to support early learning efforts for young children and families.

Suggested Resources

National Scientific Council on the Developing Child. (2004). *Young children develop in an environment of relationships: Working Paper No. 1*. <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

This working paper explains how relationships shape child development and identifies ways to strengthen policies that affect relationships in the early childhood years.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2014). *Family engagement and school readiness*. In Understanding Family Engagement Outcomes: Research to Practice series. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/schoolreadiness-pfce-rtp.pdf>

Part of a series on family engagement outcomes, this resource discusses how family engagement contributes to school readiness. It addresses engaging parents of infants through high school-age children and what Head Start and Early Head Start programs can do to effectively engage families.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *Families as lifelong educators*. In Understanding Family Engagement Outcomes: Research to Practice Series. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-families-lifelong-educators.pdf>

Another in a series on family engagement outcomes, the focus of this resource is on families as lifelong educators of their children. This brief summarizes research, describes interventions, and recommends strategies for Head Start and Early Head Start programs in supporting parents as lifelong educators.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *Positive parent-child relationships*. In Understanding Family Engagement Outcomes: Research to Practice Series. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf>

This resource, part of a series on family engagement outcomes, shares a summary of selected research, proven interventions, and program strategies to support the enhancement of parent-child relationships that nurture young children's learning and development.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting family engagement and school readiness, from prenatal to age 8*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-im/pfce-framework.pdf>

Suggested Resources

This guide for staff and families in Head Start and Early Head Start programs can be used as part of program planning, design, and professional development initiatives. Information shared can help improve program practices or inform communities about the importance of family engagement.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. <https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/docs/building-partnerships-developing-relationships-families.pdf>

This guide offers information for Head Start, Early Head Start, and early childhood programs in building positive, goal-oriented relationships with families to support child and family progress. Topics include: strengths-based attitudes, relationship-based practices, reflective strategies, and additional resources.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *NCCLR quick guide for teachers: Selecting culturally appropriate children's books in languages other than English*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/select-cultural-childrens-books-non-english-eng.pdf>

Educators can use this guide to find, select, and evaluate books to foster children's language and literacy development in their home languages.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Parent involvement and family engagement: For early childhood professionals*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf>

This one-page Office of Head Start document distinguishes between *family engagement* and *parent involvement* and defines the terms *parent* and *family*.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *School readiness: PFCE interactive framework*. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/pfce-interactive-framework>

This Office of Head Start school readiness web page has an interactive version of their Parent, Family, and Community Engagement Framework.

Suggested Resources

Weiss, H. B., Caspe, M., & Lopez, M. E. (2006). *Family involvement in early childhood education*. Cambridge, MA: Harvard Family Research Project. <http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-in-early-childhood-education>

This research brief summarizes recent research studies that link family engagement in early childhood to outcomes, as well as programs that have been evaluated to show what works.

BOOKS

Brazelton, T. B. (2006). *Touchpoints birth to three: Your child's emotional and behavioral development* (2nd ed.). Cambridge, MA: Da Capo Press.

This book was written for parents and caregivers of infants and toddlers and addresses the many physical, social, and emotional developmental concerns adults have for young children. The author provides insights into the unique experiences of children and their parents, which can help support understanding within relationships.

Brazelton, T. B., & Sparrow, J. D. (2001). *Touchpoints three to six: Your child's emotional and behavioral development*. Cambridge, MA: Perseus Publishing.

This book, written for parents and caregivers of children ages three to six, addresses the many physical, social, and emotional developmental concerns adults have about young children. The author provides insights into the unique experiences of children and their parents, which can help support understanding within relationships.

Brazelton, T. B., & Cramer, B. G. (1990). *The earliest relationships: Parents, infants, and the drama of early attachment*. Cambridge, MA: Perseus Books

This book describes how parents form attachments and interact with their children, usually positively but often negatively. The book includes the basics of interaction and nine case studies that focus on clinical assessment and intervention in parent-child relationships.

Brown, J. (2013). *Flat Stanley: His original adventure!* New York, NY: HarperCollins Publishers.

Stanley Lampchop wakes up to find out he is only half an inch thick, after a large bulletin board falls on him during the night. As part of his adventures, he is rolled, mailed, and flown like a kite.

Suggested Resources

Rogoff, B. 1990. *Apprenticeship in thinking: Cognitive development in social context*. New York, NY: Oxford University Press.

This interdisciplinary book integrates theory and research on how children develop their thinking as they do cultural activities. The author views development as an *apprenticeship*, where children use intellectual tools in activities with parents, other adults, and children.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2010). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five*. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf

A revised version of the multicultural principles published in 1991, this updated book states that Head Start staff and programs are most effective when they understand well the cultures of the children and families they serve. The book shares 10 principles addressing culture and home languages that early learning professionals can use in planning services and instruction.

VIDEOS

EarlyEdU. (2014). *Real to reel: Everyday talk* [Video file]. <https://eclkc.ohs.acf.hhs.gov/video/partnerships-foster-development-learning-real-reel-everyday-talk>

This video features Enhanced Milieu Training, an intervention model designed to improve early language skills. The video includes information from Dr. Ann Kaiser, professor of education and human development at Vanderbilt University, educators, and parents. The video also includes examples of parents and educators using the strategies with young children with language delays.

Harvard Center on the Developing Child. (n.d.). *Filming Interactions to Nurture Development (FIND): Using science to coach caregivers* [Video file]. <http://developingchild.harvard.edu/resources/find-using-science-to-coach-caregivers/>

This resource shares information about a video coaching model that is designed to build on the innate responsiveness (*serve-and-return* exchanges) that is in every parent-child relationship.

Harvard Center on the Developing Child. (n.d.). *Serve & return interaction shapes brain circuitry* [Video file]. <http://developingchild.harvard.edu/resources/serve-return-interaction-shapes-brain-circuitry/>

This video highlights how *serve-and-return* interactions build young children's brain architecture.

Suggested Resources

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2014). *Me and you* [Video file]. <https://eclkc.ohs.acf.hhs.gov/video/me-you>

This video explores the impact of adults on the growth and development of infants and very young children. It is also available in Spanish.

OTHER RESOURCES

Family Connections Project, Boston Children's Hospital. (2011). *Mental health: Tell Me a Story series*. <https://eclkc.ohs.acf.hhs.gov/mental-health/article/tell-me-story-series>

Tell Me a Story includes guides, training materials, and other resources to help build parent and family capacity to use books and stories to help young children learn.

U. S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *15-minute in-service suites*. <https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>

These professional development suites focus on *big ideas* to improve early childhood teaching practices, such as assessment, engaging interactions and environments, and highly individualized teaching and learning. These topics connect with the Classroom Assessment Scoring System, or CLASS™.

Vroom. (n.d.). *Vroom*. <http://www.joinvroom.org/>

This website shares information and activities for parents and caregivers, as well as provides access to an app that shows ways everyday interactions and experiences help support brain development.

For more information about this resource, please contact us:
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Parent, Family and Community Engagement

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