



Building Nurturing Relationships with Families of Preschoolers

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20th Annual International APBS Conference

Get to know our presenters

- Kiki McGough- APBS Family Consultant

Mother

40 years of experience in the field of special education

President of Board of Directors at PEAK Parent Center in CO

- Cristina House- APBS Early Childhood Ex-Officio

Mother

16 years of experience in early childhood special education

Works in collaboration with Head Start centers in the Denver Metro area



Our goals

1. Understand NPTA, NAEYC and DEC's Recommended Family Practices in early childhood as a foundation to develop nurturing relationships with families of preschoolers.
2. Describe strategies in a tiered approach to increase relationship building and trust with families of preschoolers.
3. Access tools and resources to initiate a personal "Family Action Plan" to increase effective teaming and collaboration with families of preschoolers.

On a scale of
cat, how do
YOU typically
react to the
idea of
FAMILY
ENGAGEMENT



On a scale of
cat, how does
YOUR SYSTEM
typically react
to the idea of
FAMILY
ENGAGEMENT



Prepping the Ground for Calm and Engagement

- Reflect on community and family priorities.
- What is worth doing at this time?

COVID left us with the need for a sense of:

CONNECTION and **PURPOSE**

“

In the rush to return to normal, **USE THIS TIME** to consider which parts of normal are worth rushing back to.

DAVE HOLLIS

edutopia

National Standards for Family-School Partnerships

National PTA identifies six Standards that can help schools, PTAs and school districts improve their family-school partnerships so that all students can thrive:

1. Welcome All Families
2. Communicate Effectively
3. Support Student Success
4. Speak Up For Every Child
5. Share Power
6. Collaborate With The Community



NAEYC Definition of Standard 7—Families

The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

7.A—Knowing and Understanding the Program's Families

7.B—Sharing Information Between Staff and Families

7.C—Nurturing Families as Advocates for Their Children



DEC Recommended Practices: family practices themes

1. Family-centered practices:

- Practices that treat families with dignity and respect; are individualized, flexible, and responsive to each family's unique circumstances; provide family members complete and unbiased information to make informed decisions; and involve family members in acting on choices to strengthen child, parent, and family functioning.

2. Family capacity-building practices:

- Practices that include the participatory opportunities and experiences afforded to families to strengthen existing parenting knowledge and skills and promote the development of new parenting abilities that enhance parenting self-efficacy beliefs and practices.

3. Family and professional collaboration:

- Practices that build relationships between families and professionals who work together to achieve mutually agreed upon outcomes and goals that promote family competencies and support the development of the child.

Practitioners are responsive to the family's concerns, priorities, and changing life circumstances. Examples:



1

Using open-ended questions to gather information from the family to understand their concerns and priorities



2

Talking with family members involved in the child's care, to gather information concerning their needs and priorities.



3

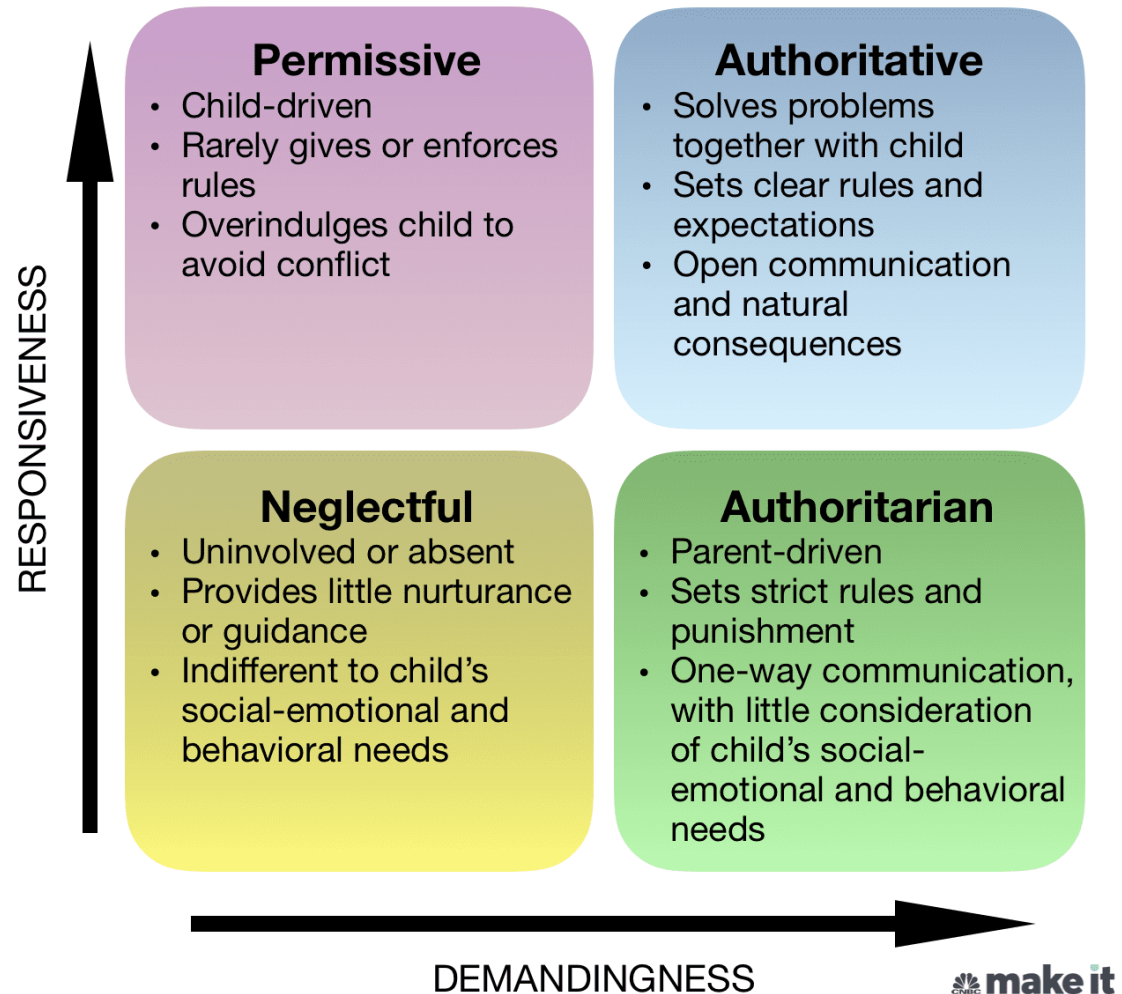
Identifying and connecting to both formal and informal supports and resources, such as babysitting or respite care with family, friends, and neighbors.

The Quick Guide to Parenting Styles

Think of your style, the styles of those in your community and the styles of others that might be helping care for children after COVID.

Remember to keep in mind cultural and life experience differences when thinking of styles.

The 4 Parenting Styles



THE 5 LOVE LANGUAGES

Words of Affirmation: Your tacos are delicious.

Acts of Service: I made you tacos.

Receiving Gifts: Here's a taco.

Quality Time: Let's go out for tacos together.

Physical Touch: Let me hold you like a taco.



How do you feel appreciated?

How does your child feel appreciated?

How do other caregivers feel and demonstrate affection?



Families during COVID...

Them: Maybe a little lavender would help reduce your stress.

Me:



“

It's okay not to plan every activity to the minute.

No one person can replace the full 'school experience.' School schedules are robust because they rely on a lot of people.

—SARAH KESTY
TEACHER

edutopia

Meet My Child Activity

Identify strengths, interests and favorites for your child.

Identify what is going well for your child.

Identify supports and strategies your child continues to need to be successful.

Describe what you would like to see for successful communication and partnerships with the school.



Collaborating with the Preschool Team

Our collaboration goal:

To provide a style or manner of interacting with families, caregivers and colleagues that is designed to promote a sense of confidence and competence for all.

The Concept of Disability Across Cultures

- Different cultures vary on how they think about, define, perceive disabilities
- Do not make assumptions about perspectives based on their culture
- Families may question if the disability is related to learning English
- Reassure families that you know the strengths of the child
- Be prepared for a journey outside your cultural comfort zone
- Learn about **intersectionality**: "overlapping and interdependent systems of oppression across race, gender, ability, and social status" (NAEYC, 2019)
- We play a critical role in helping children grow and develop with a positive sense of self.

Challenges to Equitable Family Collaboration

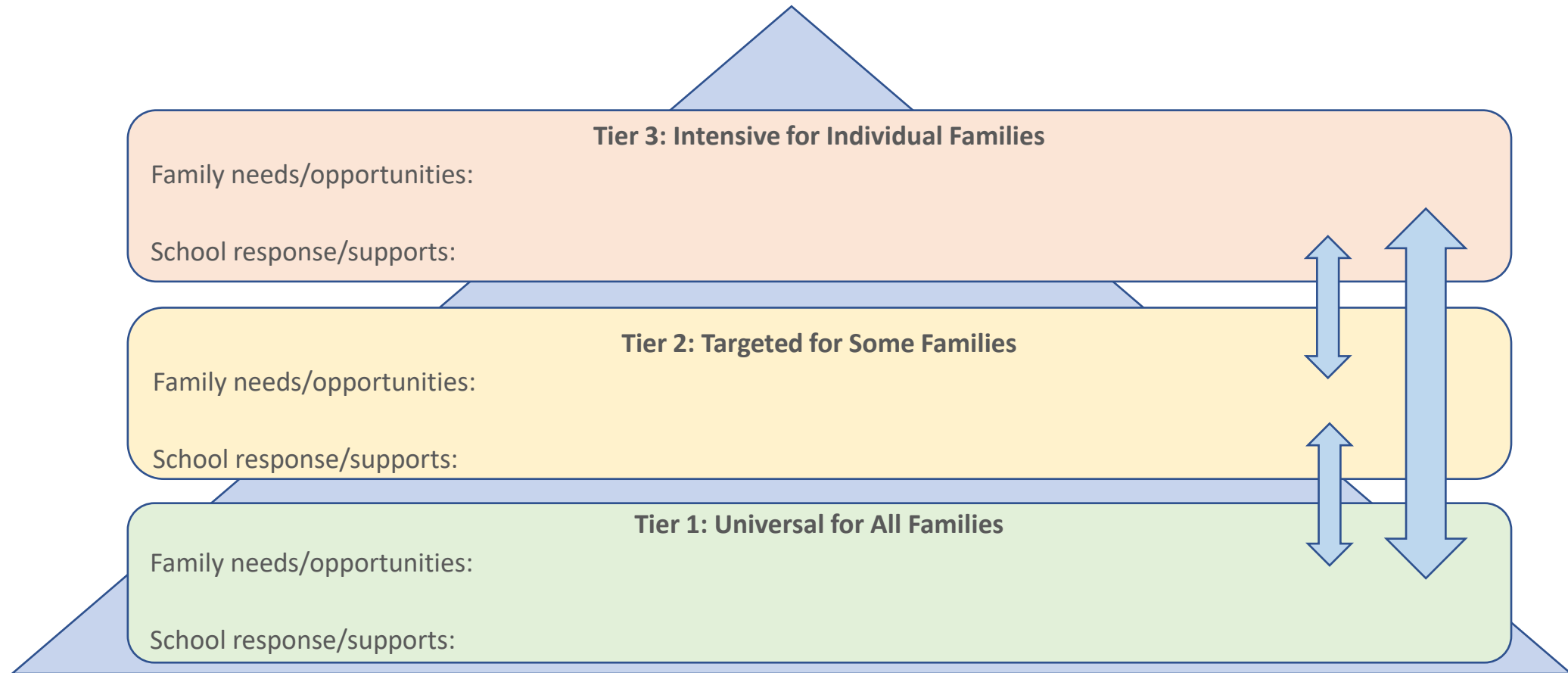
Logistical Considerations: time or location of school events, jobs with little flexibility, childcare needs, family caregiving, transportation, linguistic differences.

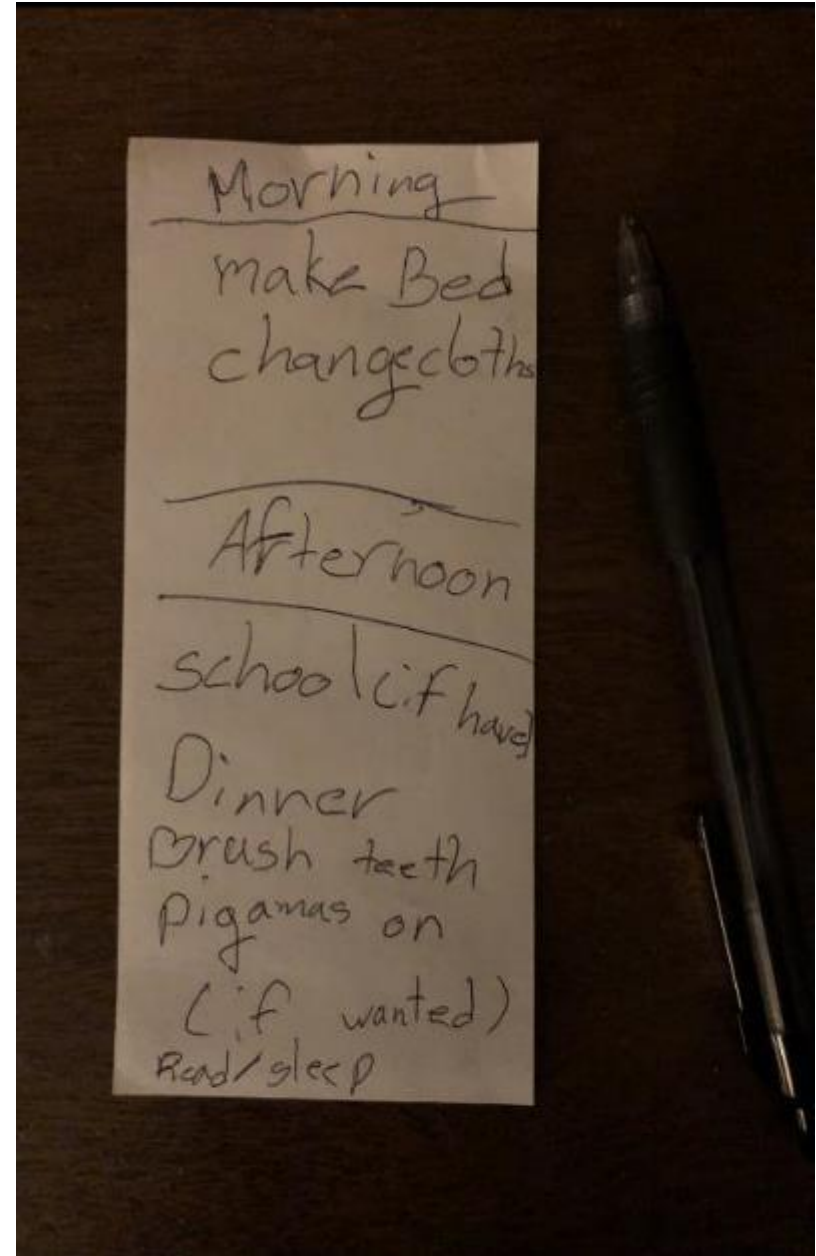
Family Considerations: families may feel judged, cultural misunderstanding of school functioning, and the cultural values highlighted.

Educator Considerations: educators report feeling unprepared to collaborate, differ on definition of “appropriate” behaviors at school, assumptions about knowledge of the educational system by all families (i.e., immigrant, refugees, families experiencing homelessness, foster care/kindship).

Tiered Approach to Family Engagement

Family Engagement Plan for: *(Describe situation/initiative that is the basis for the plan)*





Tier 1: Universal for All Families

Identifying Barriers: Creating Solutions to Improve Family Engagement

The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools

Parental Engagement Fund Study

A Core of Three Strands: A New Approach to Parent Engagement in Schools

The Longitudinal Process of Early Parent Involvement on Student Achievement: A Path Analysis

Preparing the Next Generation of Librarians for Family and Community Engagement

Tier 1: Ripples of Transformation

Engaging with Their Children: first teacher, parents as participant. Amerie's dad, Trini's case. Abriendo Puertas, Head Start website, Parent Cafes. Budgeting for Engagement.

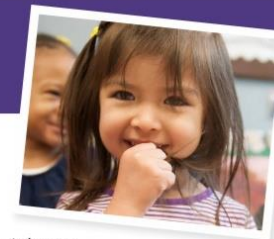
More than any training RELATIONSHIPS motivate families to continue on their leadership journey.

Shaping Programs and Services: Engaging families IS systems change. Develop simple, clear, powerful organizational values. Build capacity and share power. Garden mom, avoid "token" leadership positions, be open to criticism. Thrive in 5 Boston, Parent Partners

"Sharing power requires organizations to examine issues of race, power and privilege."

Influencing Policies and Systems: Cultural responsiveness and commitment to equity, raising families' voices. Hiring parents, sharing data, CalWorks Parent Advisory Committee, Head Start Policy Council

Your Child at 3 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like "in," "on," and "under"
- Says first name, age, and sex
- Names a friend
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

Act Early by Talking to Your Child's Doctor if Your Child:

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/actearly | 1-800-CDC-INFO



Learn the Signs. Act Early.

Your Child at 4 Years



Child's Name _____

Child's Age _____

Today's Date _____

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 4. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

Language/Communication

- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- Hops and stands on one foot up to 2 seconds

- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- Is missing milestones
- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't follow 3-part commands
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Speaks unclearly
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.
Acting early can make a real difference!



www.cdc.gov/ActEarly
1-800-CDC-INFO (1-800-232-4636)



Download CDC's
Milestone Tracker App



Learn the Signs. Act Early.

Your Child at 5 Years



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't show a wide range of emotions
- Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- Doesn't respond to people, or responds only superficially
- Can't tell what's real and what's make-believe
- Doesn't play a variety of games and activities
- Can't give first and last name
- Doesn't use plurals or past tense properly
- Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- Can't brush teeth, wash and dry hands, or get undressed without help
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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www.cdc.gov/actearly | 1-800-CDC-INFO



Learn the Signs. Act Early.

Tier 2: Targeted for Some Families

“Con mucho sacrificio, we give them everything we can”: The Strategic Sacrifices of Undocumented Latina/o Parents

Mindset Shifts and Parent-Teacher Home Visits

The Way We Do School: The Making of Oakland’s Full Service Community School District

“Contra la corriente” (Against the Current)”: The Role of Latino Fathers in Family-School Engagement

The Developmental and Sustainability of School-Based Parent Networks in Low-Income Latinx Communities

Tier 3: Intensive for Individual Families

Family Engagement and Its Impact During
Distance Learning: Follow-up Report

Achievement for All National Evaluation:
Final Report

The Effects of Teacher-Family
Communication on Student Engagement:
Evidence From a Randomized Field
Experiment

The Underutilized Potential of Teacher-to-
Parent Communication: Evidence From a
Field Experiment

THE RABBIT LISTENED

CORI DOERRFELD



“...No matter how skilled professionals are, nor how loving families are, each cannot achieve alone, what the parties, working hand-in-hand, can accomplish together.”



Adapted from": Peterson and Cooper as cited by the Futures in School
Psychology Task Force on Family-School Partnerships (2007)

References

[Family Engagement | ECLKC \(hhs.gov\)](#)

[Homepage - Ohio's Statewide Family Engagement Center \(osu.edu\)](#)

<https://www.pta.org/home/run-your-pta/family-school-partnerships>

NAEYC Early Learning Program Accreditation Standards and Assessment Item

[DEC Recommended Practices | DEC \(dec-sped.org\)](#)

Thank you!



Questions, Comments?

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