

Creating Family Partnerships – Four Steps to Success!

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Agenda

- Family Partnerships – What are they?
 - Four Steps to Creating Family Partnerships
 - Effective Documentation
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Family Partnerships – What are they?

Performance Standard 1304.40(a)(1)

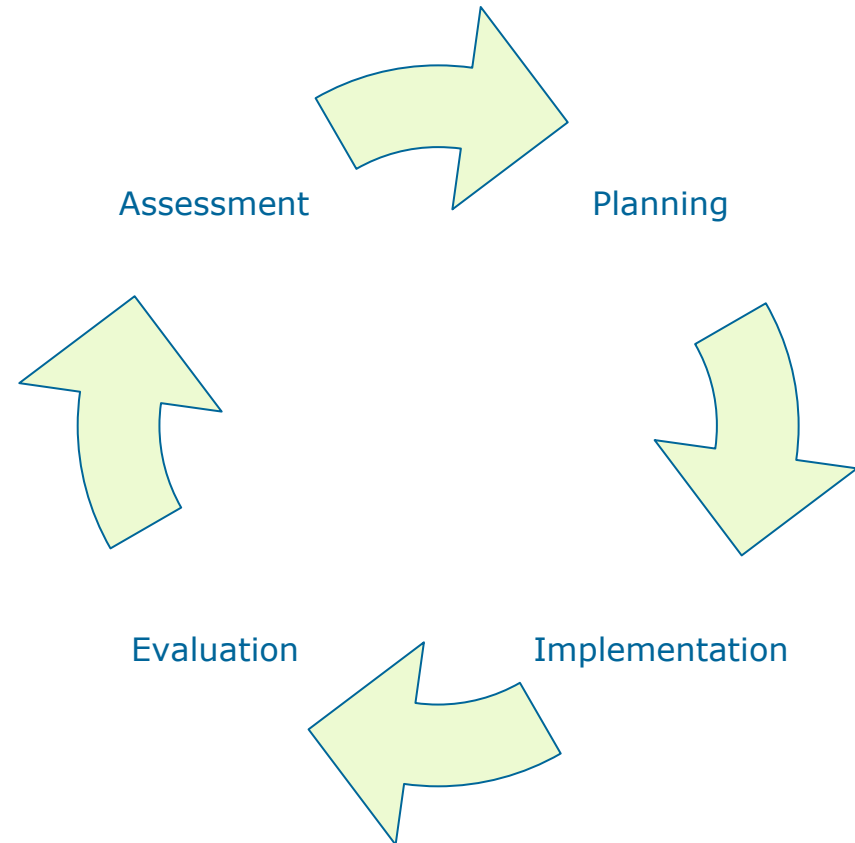


defines Family Partnerships as the “process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports.”



Four Steps to Create Family Partnerships

- Assessment
- Planning
- Implementation
- Evaluation



Step One: Assessment

Assessment includes:

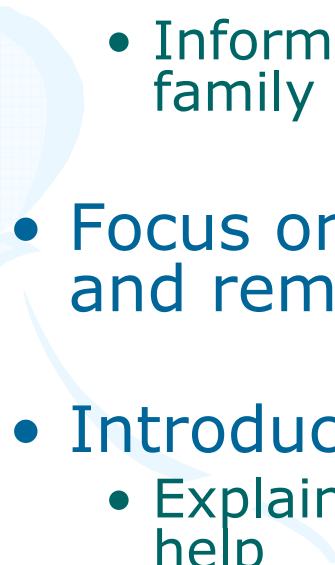
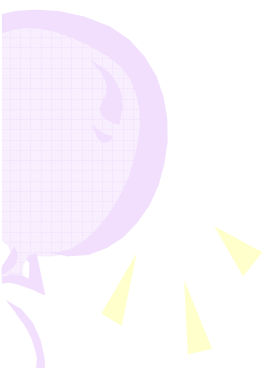
- Engaging the family
- Gathering information
- Identifying strengths, needs, and interests





Step One: Assessment

Engaging the Family

- Create a safe space
 - Find a quiet location without other staff or families
 - Inform your co-workers that you are meeting with a family and ask them not to interrupt
 - Focus on the family - Turn off your cell phone and remove Bluetooth
 - Introduce yourself and explain your role
 - Explain that you are a knowledgeable person who can help
 - Example: "I am the family support specialist. My job is to provide Head Start families with the support they need to be successful. I know that each family is different, and I am excited to get to know your family."
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Step One: Assessment

Engaging the Family

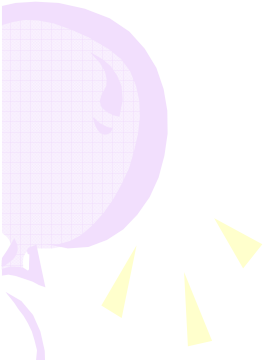
- Body Positioning
 - Face the family
 - Avoid having a desk or table between you and the family
 - Do not cross your arms
- Tone of Voice
 - Maintain a calm, steady voice
 - Loud and forceful voice – suggests aggressiveness and need for control
 - Meek and quiet voice – suggests weakness and uncertainty



Step One: Assessment



Gathering Information

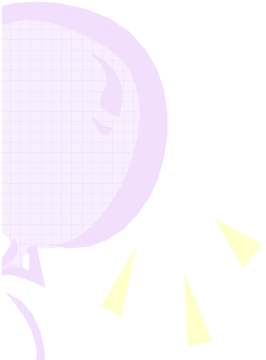
- Ask open-ended questions
 - Use phrases such as “Can you tell me about. . .?”, “Can you share with me . . .?”
 - Example:
Open: “Can you tell me about your housing situation?”
Closed: “Do you rent or own?”
 - Avoid “Why” questions
 - “Why?” asks a person to justify his or her behavior and that can make a person defensive
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Step One: Assessment



Gathering Information

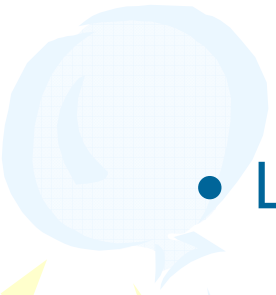
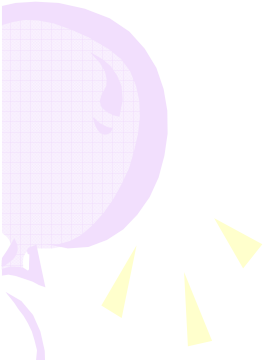
- Watch for non-verbal cues
 - Look for fidgeting, tapping feet or fingers, yawning or blushing – these behaviors may indicate that a person is impatient, tired, or embarrassed
 - Acknowledge the non-verbal cues
 - Examples:
 - “I know that you are a busy mom with a lot on your mind. Would you like to reschedule our meeting for a better time?”
 - “It seems like you might need a break. Would you like a glass of water?”
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Step One: Assessment



Gathering Information

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- Remain non-judgmental
 - Do not laugh or express shock at family's situation
 - Listen to the family
 - Do not interrupt
 - Use prompts to let the family know that you are listening - Nod your head and/or say things like, "Please go on", "Tell me more" or "Uh huh."
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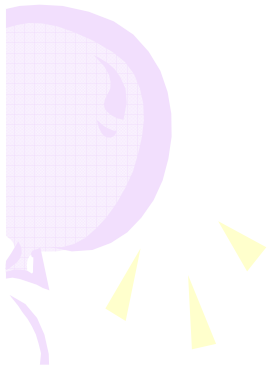


Step One: Assessment



Gathering Information



- Clarify information
 - Verify that you understand what the family is saying
 - Examples:
 - “Let me see if I understand. Your family receives food stamps, but you do not receive WIC. Is that correct?”
 - “You said that your life is a mess. What do you mean exactly?”
- Display empathy
 - Use your words to let family know that you care
 - Example:
 - “Wow, having your home foreclosed on must have been very difficult for your family.”





Step One: Assessment

Identifying Strengths, Needs, and Interests

- Acknowledge and praise strengths
 - Families sometimes have a hard time recognizing their strengths – Help them to see what strengths they have!
 - Example:
“It sounds like you have a reliable car and child care for both of your children. These are great strengths!”
 - Allow families to prioritize needs
 - A family may feel that certain needs should be addressed prior to other needs – let the family determine what is most important.
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Step One: Assessment

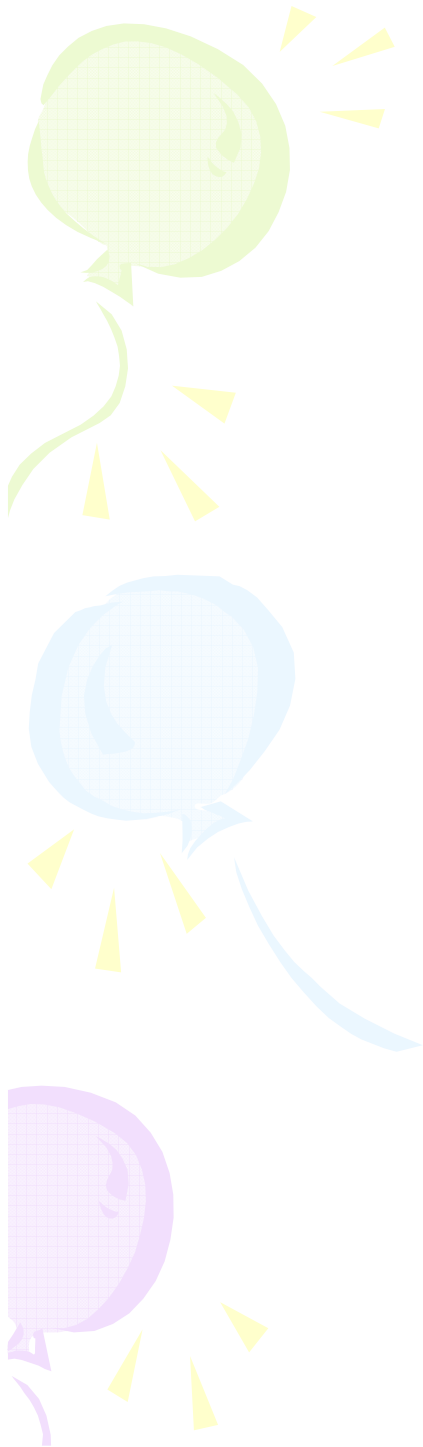
Identifying Strengths, Needs, and Interests

- Use a checklist or cheat sheet to ensure that all topics are discussed

Step One: Assessment

Strengths and Needs Assessment

General Category	Strength (S)	Need (N)	Emergency Need (E)	Interest (I)	N/A (NA)
Adult Family Services/Legal					
Child Family Services/Legal					
Adult Education					
Assistance with Incarcerated Family Member					
Child Abuse/Neglect Services					
Child Care					
Child Support Assistance					
Child Health & Development					
Clothing					
Communication/Literacy Skills					
Domestic Violence Services					
Emergency/Crisis Intervention					
Employment/Job Training					
English as a Second Language (ESL)					
Family Health					
Family Relationships					
Family Safety					
Father Involvement Activities					
Food & Nutrition					
Health Education (Including prenatal)					
Housing & Utilities					
Income & Budget					
Marriage Education					
Mental Health					
Parent Involvement in Head Start					
Parenting Education					
Reproductive Health					
Social & Emotional Health					
Substance Use/Abuse					
Transportation					
Transition					
Other (Specify) _____					





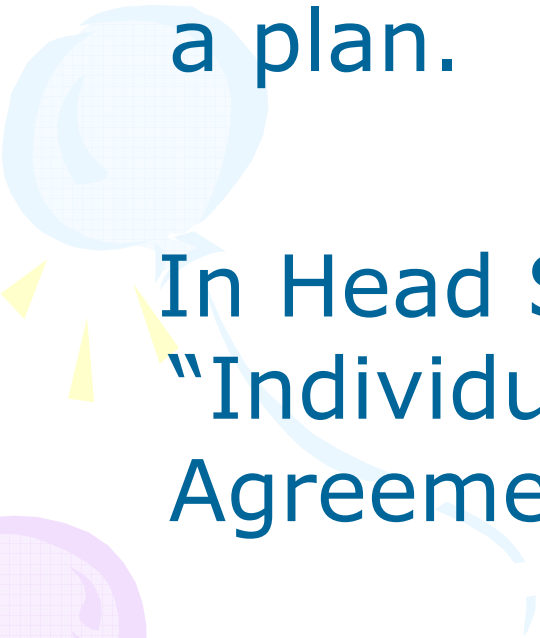
Role Play

- What did the staff person do well?
- What could the staff person have done better?

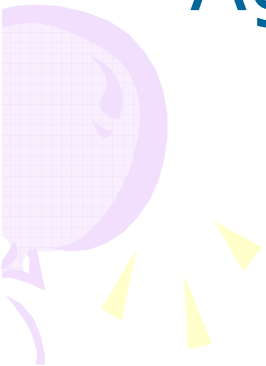


Step Two: Planning

Planning is the organizational process of creating and maintaining a plan.



In Head Start, the plan is called an “Individualized Family Partnership Agreement”.





Step Two: Planning

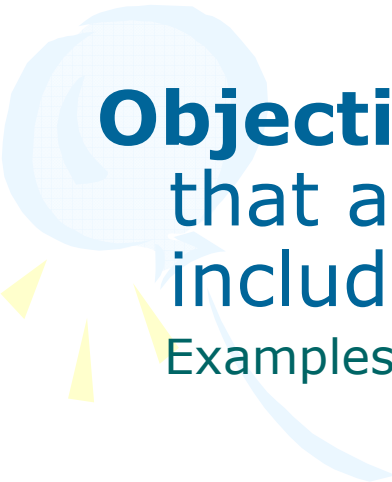
Performance Standard 1304.40(a)(2) states that the Individualized Family Partnership Agreement must include “family goals, responsibilities, timetables and strategies for achieving these goals. . . .”



Step Two: Planning

Goals are broad, general intentions.

Example: The Carter family will obtain financial stability.



Objectives are narrow, precise strategies that assist in reaching a goal. Objectives include timelines and responsibilities.

Examples: Ms. Carter will attend a financial literacy workshop by May 2010.

Ms. Carter will open a savings account by June 2010.

Ms. Carter will create a monthly budget by June 2010.



Let's Develop A Plan!





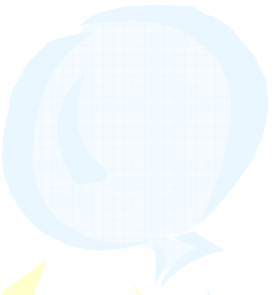
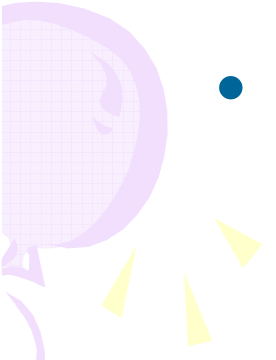
Step Three: Implementation

Implementation is the execution of a plan. In this step, the plan is acted out.



Step Three: Implementation

Giving Referrals to Resources

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- Know your community resources
 - Are there fees or eligibility requirements?
 - What are the hours of operation?
 - What languages are available?
 - If possible, provide multiple referrals so that families can choose
 - Follow up to determine whether or not the referral met the family's needs



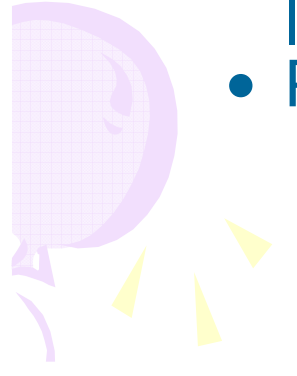
Step Three: Implementation

Offering Encouragement

- Give verbal praise and positive words
- Write notes or cards to families
- Acknowledge success at parent meetings



Providing Assistance and Coaching (As Needed)

- Make a phone call with parent
 - Assist in completing an application, writing a letter, setting up an email account, etc.
 - Role play an interview or difficult conversation
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Step Four: Evaluation

Evaluation is the examination of progress towards a goal.





Step Four: Evaluation



Discuss Progress



Acknowledge and Praise
Accomplishments



Identify any barriers to success



Be non-judgmental

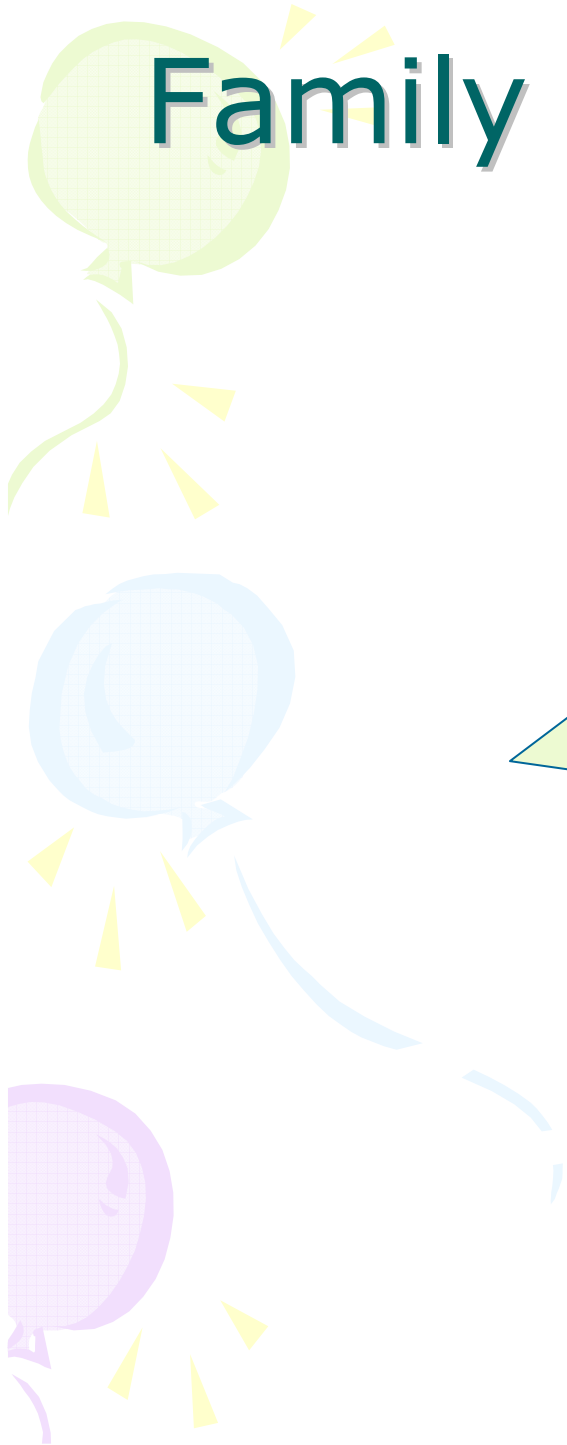
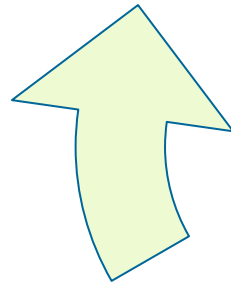
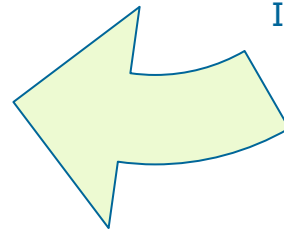
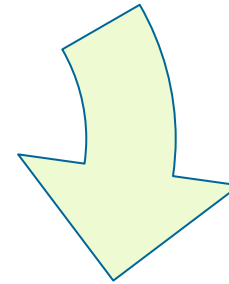
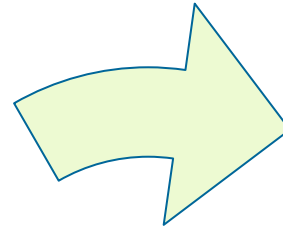
Family Partnerships Process Continues

Assessment

Planning

Evaluation

Implementation



Documentation

You must document the steps of the Family Partnership process - if you don't document it, it didn't happen!





The Party Dress


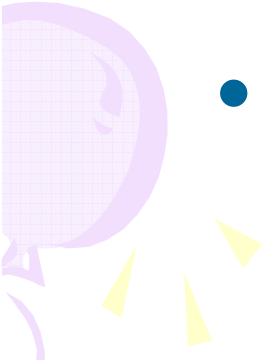
You saw a girl wearing this dress at a party over the weekend. You are writing an email to your best friend to describe the dress. What are three words or phrases that you would use to describe it?



Documentation



Objective


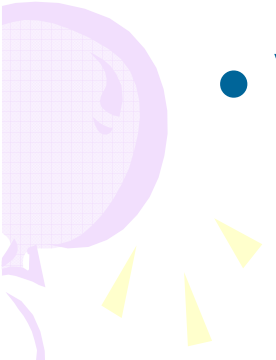
- Factual
 - Observable (able to be seen, touched, heard, tasted, smelled)
 - Able to be counted
 - Same from multiple reporters
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Documentation



Subjective

- Opinion
 - Assumption/Suspicion
 - Personal Belief
 - Varies day-by-day and person-to-person
- 
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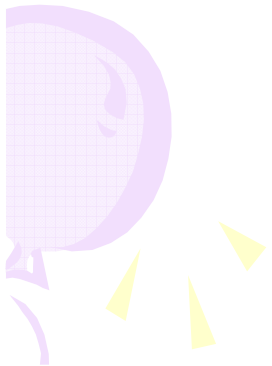


Documentation

What type of documentation should be used in a family's chart?



OBJECTIVE!



A Quick Review

Family Partnerships

Assessment

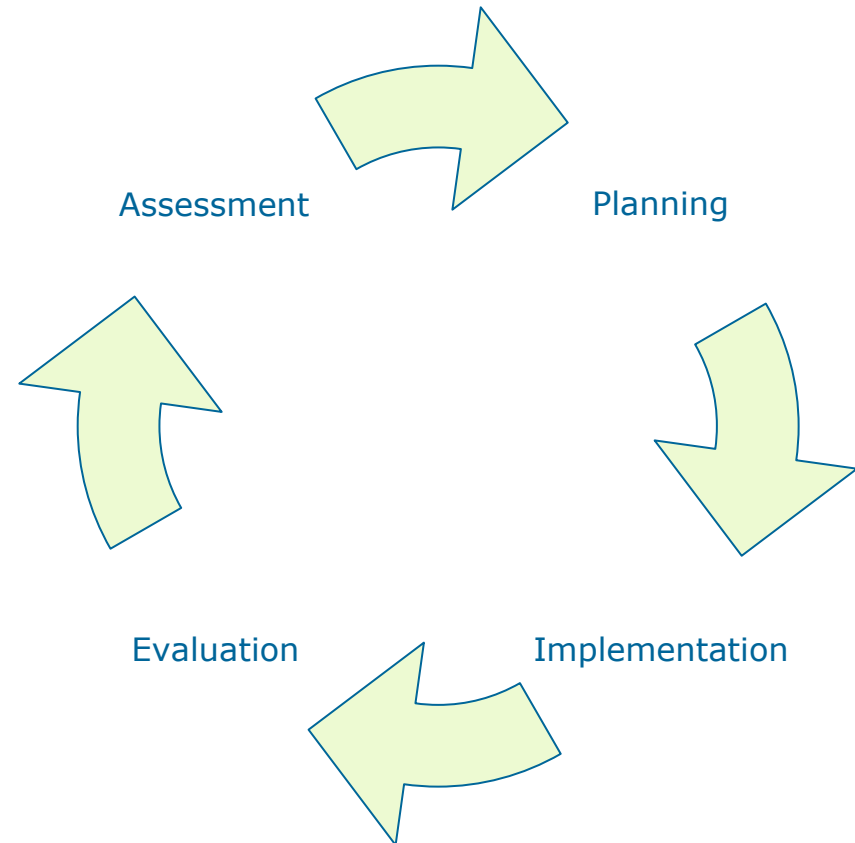
Planning

Implementation

Evaluation

Documentation

Objective vs. Subjective





Thank you for your participation!

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