



Getting Ready Training

HANDOUT 3-1

TYPES OF RELATIONSHIPS WITH PARENTS

Disconnected Relationship	Parent Involvement	Parents and Educators as Partners
Educators and parents do “ <i>their own thing</i> ” without concern about the other.	“ <i>One-size fits all</i> ” approach and practices.	There is a <i>commitment to working together</i> on behalf of the child.
It is the job of the <i>educators</i> to make decisions.	Emphasis on what <i>professionals</i> do to <i>promote</i> learning/development and how <i>parents</i> can <i>support</i> it.	Unique child and family characteristics determine how <i>responsibilities</i> are shared.
Communication occurs <i>rarely</i> ; efforts to communicate are <i>unreciprocated</i> .	Communication is <i>infrequent</i> , problem-focused, and <i>one-directional</i> .	Communication is <i>frequent</i> , positive, and <i>bi-directional</i> .
There is no attempt to suggest <i>roles</i> for parents.	Parents are given activities and tasks to <i>encourage</i> their child’s learning/development.	There are <i>co-roles</i> and mutual decision making re: what is best for child.
Cultural/language <i>differences</i> are insurmountable.	Cultural/language differences are perceived as <i>barriers</i> to overcome.	Cultural/language <i>differences</i> are respected, <i>appreciated</i> , and reinforced.

