

### Strategies to Strengthen Relationships

<p><b>Communicate Openly and Clearly</b></p>	<ul style="list-style-type: none"> <li>• Ask open-ended questions that require a statement or elaboration in the response; questions that cannot be answered with a 'yes' or 'no'.</li> <li>• Actively listen by using eye contact, head nods, encouraging gestures that demonstrate empathy, engagement, and validation.</li> <li>• Communicate understanding by paraphrasing, summarizing, checking for understanding.</li> <li>• Respect parent's preferred language through:             <ol style="list-style-type: none"> <li>a. use of interpreters</li> <li>b. translations of written materials</li> <li>c. use of key vocabulary in the family's home language</li> </ol> </li> </ul>
<p><b>Encourage Parent-Child Interaction</b></p>	<ul style="list-style-type: none"> <li>• Arrange the environment to support the interaction.</li> <li>• Set up the interaction to match the developmental needs of the child.</li> <li>• Ensure the interaction is mutually enjoyable for the parent and child.</li> </ul>
<p><b>Affirm Parent Competencies</b></p>	<ul style="list-style-type: none"> <li>• Recognize and acknowledge the value of parent's ideas about how they support their child's learning.</li> <li>• Recognize and acknowledge positive and effective actions parents engage in that are linked to their child's progress.</li> <li>• Describe effective actions parents engage in and connect those parent actions to specific, positive child behaviors and skill development.</li> <li>• Recognize and acknowledge parents' ideas and positive actions towards achieving family outcomes.</li> </ul>
<p><b>Make Mutual/Joint Decisions</b></p>	<ul style="list-style-type: none"> <li>• Use recent observations from parents and educators to guide discussions and decisions.</li> <li>• Use available data from recent assessments/documentation.</li> <li>• Establish agreement about the developmental goals set for the child.</li> <li>• Jointly determine the activities/experiences to use to support the child's learning and towards achieving family outcomes.</li> <li>• Co-create plans for how to use the activities/experiences to support the child's learning and family outcomes.</li> </ul>

Strategies to Build Competencies	
Focus Parent's Attention on Child's Strengths	<ul style="list-style-type: none"> <li>• Orient parent's attention toward their child's specific developmental strengths and needs.</li> <li>• Identify the strengths and needs of the child as the focus of all interactions.</li> <li>• Share the child's strengths "in the moment" when the child demonstrates a skill.</li> <li>• Share the child's strengths based on past observation of the child's demonstrated skill.</li> </ul>
Share Developmental Information and Resources	<ul style="list-style-type: none"> <li>• Share <i>relevant</i> developmental information based on recent observations or assessments of the child.</li> <li>• Describe "what comes next" in the child's development.</li> <li>• Information and resources are shared by educator and parent.</li> </ul>
Use Observations and Data	<ul style="list-style-type: none"> <li>• Observe child at home and in other settings.</li> <li>• Describe what the child can do and is trying to do.</li> <li>• Describe the child's progress toward meeting developmental goals.</li> <li>• Include formal and informal assessment data.</li> <li>• Consider how observational and assessment data can inform:               <ol style="list-style-type: none"> <li>a. decisions about "next steps" for the child/family's outcomes.</li> <li>b. the development of a plan to use effective strategies to support the child/family in attaining the outcomes.</li> </ol> </li> </ul>
Model and/or Suggest	<ul style="list-style-type: none"> <li>• Demonstrate how to use a specific action that supports the child's learning <i>and</i> provide an opportunity for the parent to practice the action.</li> <li>• Check for understanding of the action that has been demonstrated – what it is <i>and</i> how to use it effectively.</li> <li>• Provide specific suggestions for something to try with the child <i>or</i> which will benefit the child.</li> <li>• The educator or parent may be demonstrating or suggesting an action.</li> <li>• Educators should use modeling and suggesting to inform parent behavior only when absolutely needed or when requested by parent.</li> </ul>