



### MODULE OBJECTIVES

#### Module Summary

In this module we will take a close look at eight specific strategies that support parent-educator partnerships.

Building strong partnerships between parents and educators is one important factor in supporting children's growth and learning. The eight strategies we will be looking at in depth are comprised of specific behaviors educators can use which will enhance their relationships with parents. Many of these strategies may seem familiar, as they are sometimes used by educators when interacting with parents. Our focus throughout the module is to raise awareness about what the *specifics* of each strategy are and how each strategy can be used in an intentional way. Educators want to use these strategies based on their personal strengths and on the unique characteristics of the family they are working with.

#### Handouts Needed/Activities

Along with this Study Guide for Module Three you will be using the following:

- ▶ *Getting Ready* Training Video for Module Three (67 minutes)
- ▶ Handout 3-1 Types of Relationships with Parents
- ▶ Handouts 3-2a and 3-2b *Getting Ready* Strategies
- ▶ Handouts 3-3a and 3-3b Video Reflection

**Time Needed: 1 hour 8 minutes**



### Begin Training Video

@ 8:35 PAUSE video and reflect. Look carefully at Handout 3-1.

**Think about the families you work with.**

Is there one family with whom you have a “disconnected” relationship? What characteristics of a disconnected relationship, as seen in column one, most represent that relationship?

What about a family with whom you have a “parent involvement” relationship? What characteristics seen in column two most represent that relationship?

Now think of a family with whom you have a “partnership.” What do you see in column three that matches the kinds of interactions you have with that parent?

## RESUME video

### STRATEGIES THAT STRENGTHEN PARENT-EDUCATOR RELATIONSHIPS

\*NOTE: Use **Handouts 3-2a** to help identify how you see each educator using a particular strategy during their interactions with the parent while watching video examples. Notice the *specific* behaviors (as described in the bullets for each strategy) that you observe. Use **Handout 3-3a** to write down your observations.

- ▶ Open and Clear Communication @ 11:34
- ▶ Encourage Parent-Child Interaction @ 17:22
- ▶ Affirm Parent Competencies @ 23:03
- ▶ Make Mutual/Joint Decisions @ 29:20
- ▶ I SPY @ 33:40

### STRATEGIES THAT BUILD PARENT COMPETENCE

\*NOTE: Use **Handouts 3-2b** to help identify how you see each educator using a particular strategy during their interactions with the parent while watching video examples. Notice the *specific* behaviors (as described in the bullets for each strategy) that you observe. Use **Handout 3-3b** to write down your observations.

- ▶ Focus Attention on Child Strengths @ 38:37
- ▶ Share Developmental Information and Resources @ 43:35
- ▶ Use Observations and Data @ 50:40
- ▶ Model and/or Suggest @ 56:15
- ▶ I SPY @ 1:02:10



## Review/Reflection Activities

### REVIEW

1. When using the *Getting Ready* strategy affirm parent competencies, it is important that the educator be both \_\_\_\_\_ and \_\_\_\_\_.



2. When an educator uses questions that begin with 'how' and 'what' they are implementing the *Getting Ready* strategy \_\_\_\_\_.
3. Making mutual and joint decisions requires input from: [Choose the best answer.]
  - a. Parent
  - b. Professional
  - c. Both parent and professional
4. Assuring that an activity is enjoyable for both parent and child is an important component of this *Getting Ready* strategy: \_\_\_\_\_.
5. Maya's mom asks for some help with potty-training, so Jen offers to bring a potty-training readiness checklist to the next home visit. Jen is using what *Getting Ready* strategy? \_\_\_\_\_.
6. During a conversation with a parent, an educator says, "Joey put his jacket on all by himself every day this week when it was time to go outside to play." This is an example of the *Getting Ready* strategy \_\_\_\_\_.
7. Using the *Getting Strategy* \_\_\_\_\_, the home visitor gathered information from Dad about what he had seen his daughter do with her utensils during mealtime to update progress on her goal.

### REFLECT

Identify two *Getting Ready* strategies that you feel confident about using in your interactions with parents. Write down a recent interaction that demonstrates this.

Identify one *Getting Ready* strategy that you would like to increase your confidence in using. How might the use of this strategy change the relationship you have with a family and help build a stronger partnership?

Think again about the family you work with that you pictured in Module #2. Which *Getting Ready* strategy do you want to more intentionally to positively impact your partnership with them at this time?

### REVIEW ANSWER KEY:

1. positive and specific
2. Use open and clear communication
3. (c)Both parent and professional
4. Encourage Parent-Child Interaction
5. Share Developmental Information
6. Focus on Child's Strengths
7. Use Observations and Data

