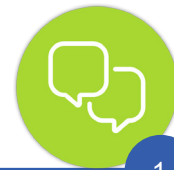




Let's Chat! Share Your Thoughts in the Chat Box:

What is a favorite approach or strategy in working with families?



Exploring the Relationship-Based Competencies for Early Childhood Professionals Who Make Home Visits

November 1, 2018



Relationship-Based Competencies (RBCs) Webinar Series Overview

- September 6 – RBCs: An Overview
- September 20 – RBCs for Teachers and Child Care Providers
- October 11 – RBCs for Family Services Professionals
- **November 1 – RBCs for Home Visitors**



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3

Logistics

- If possible, connect via hard-wired internet (instead of WiFi)
- Enhance connectivity by closing other programs
- Your phones will be muted
- To make a comment during the webinar, please use the chat box
- A link for the survey and certificate will be sent after the webinar
- This webinar will be posted on ECLKC

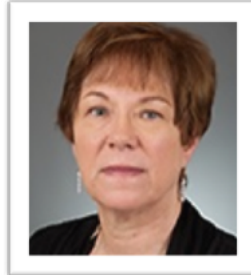
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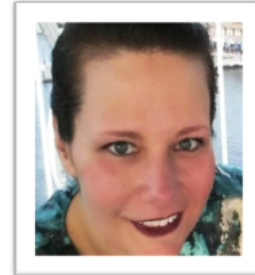
Welcome and Introductions



Shela Jooma,
Resource Development
Manager



Cathy Ayoub,
Co-Principal Investigator



Brandi Black Thacker,
Director of T/TA
and Collaboration

Objectives

- Discuss how the Relationship-Based Competencies (RBCs) can be used by home visitors in the home and community
- Explore how to use the RBCs for professional development

RBCs Fan Club: Have You Joined Us Before?

- I have joined all four of the previous webinars in this series
- I have joined some of the previous webinars in this series
- I joined DTL's Home Visitor's series webinar on the RBCs
- This is the first webinar about RBCs I am joining



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7



Overview of Relationship-Based Competencies

New and Updated RBCs



Resources in this Suite

Relationship-Based Competencies to Support Family Engagement
Overview for Early Childhood Professionals

Relationship-Based Competencies to Support Family Engagement
A Guide for Early Childhood Professionals Who Work with Families

Relationship-Based Competencies to Support Family Engagement
Professional Development Assessment for **FAMILY SERVICES PROFESSIONALS**

Relationship-Based Competencies to Support Family Engagement
Professional Development Assessment for **SUPERVISORS of Family Services Professionals**

How Familiar Are You with the RBCs?

- “I know it, love it, live it”
- I have a general understanding, but don’t reference them regularly
- I’m familiar with them, but I need to better absorb their contents
- What is an RBC?



Definition: Relationship-Based Competency


A set of knowledge, skills, individual practices, and other characteristics, including attributes, behaviors, and actions, that are necessary to be effective in one’s family engagement work.



“KEY” Terminology

- **Knowledge** is what professionals need to know
- +
- **Skills** are what professionals need to be able to do
- +
- **Practices** include key examples of what they actually do

=



Professional Practice is a combination of knowledge, skills, and individual practices that are measurable or observable, and describe what a person needs to know and how to do the work successfully.

Key Terms

Family engagement is an interactive process through which early childhood (EC) providers and other EC professionals, family members, and their children build positive and goal-oriented relationships. It is a shared responsibility of families and professionals that requires mutual respect for the roles and strengths each has to offer. Family engagement means doing with—not doing to or for—families. At the program level, family engagement involves parents’ engagement with their children and with providers as they work together toward the goals that families choose for themselves and their children. EC providers work together with families, other professionals, and community partners in ways that promote equity, inclusiveness, and cultural and linguistic responsiveness.

Parent and family. These terms are used interchangeably throughout this document. The terms may be viewed differently from the lenses of different cultures. However, the use of **parent** and **family** refers to all adults who interact with early childhood programs and systems in support of children in their care. This would include biological, adoptive, and foster parents and step-parents, grandparents and other caregiving kin, and legal and informal guardians. This could also include parents who do not live with the child. When practicing relationship-based family engagement, professionals should keep in mind that families also include siblings, cousins, and other family members living in the household.

Strengths-based perspective. An approach to working with families that focuses on their interests, abilities, motivations, and resources. Instead of focusing on problems and needs, a strengths-based point of view sees families as agents capable of making their own change as they work to achieve their goals. Early childhood professionals who use a strengths-based approach support families as they realize their own potential.



Components of the RBCs for Family Services Professionals

Consider....

- Which of the RBCs apply most commonly to your work?
- Which do you want to spend more time understanding?



Unpacking the RBCs for Home Visitors

1. **Positive, Goal-Oriented Relationships.** Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes
2. **Self-Aware and Culturally Responsive Relationships.** Respects and responds to the cultures, languages, values, and family structures of each family
3. **Family Well-Being and Families as Learners.** Supports families' reflections on and planning for their safety, health, education, well-being, and life goals
4. **Parent-Child Relationships and Families as Lifelong Educators.** Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT	
COMPETENCY	PROFESSIONAL PRACTICE
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes
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Examples of Knowledge, Skills, and Practices for Home Visitors

Competency #4: Parent-Child Relationships and Families as Lifelong Educators

- **Knowledge:** Understands the value of focusing on family strengths—what families already do to build strong parent-child relationships and supports each family member's development and learning
- **Skills:** Communicates with families about child progress in ways that deepen trust and build relationships with families
- **Practices:** Learns from parents about how to recognize their child's verbal and nonverbal cues and what they may mean

Unpacking the RBCs for Home Visitors

5. Family Connections to Peers and Community.

Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges

6. Family Access to Community Resources.

Supports families' use of community resources to make progress toward positive child and family outcomes

7. Leadership and Advocacy.

Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT	
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5. Family Connections to Peers and Community	Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges
6. Family Access to Community Resources	Supports families' use of community resources to make progress toward positive child and family outcomes
7. Leadership and Advocacy	Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community

Examples of Knowledge, Skills, and Practices for Supervisors of Home Visitors

Competency #6: Family Access to Community Resources

- **Knowledge:** Understands how to help home visitors partner with families to match community and program resources with family strengths, interests, challenges, and goals
- **Skills:** Develops systems to ensure that home visitors know about and connect with community partners. Examples include presentations, briefings, participation in community events, directories, listservs, and online resources.
- **Supervisory Practices:** Reviews home visitors' practices in linking families with community services, when their role requires it, as part of ongoing reflective supervision
- **Leadership Practices:** Uses community assessment and program data, and families' feedback to form relationships with community agencies and improve access to resources

Unpacking the RBCs for Home Visitors

- 8. Coordinated, Integrated, and Comprehensive Services.** Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system
- 9. Data-Driven Services and Continuous Improvement.** Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities
- 10. Professional Growth.** Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement

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Let's Chat!

- Which of the RBCs apply most commonly to your work?
- Which do you want to spend more time understanding?

1. Positive, Goal-Oriented Relationships	6. Family Access to Community Resources
2. Self-Aware and Culturally Responsive Relationships	7. Leadership and Advocacy
3. Family Well-Being and Families as Learners	8. Coordinated, Integrated, and Comprehensive Services
4. Parent-Child Relationships and Families as Lifelong Educators	9. Data-Driven Services and Continuous Improvement
5. Family Connections to Peers and Community	10. Professional Growth



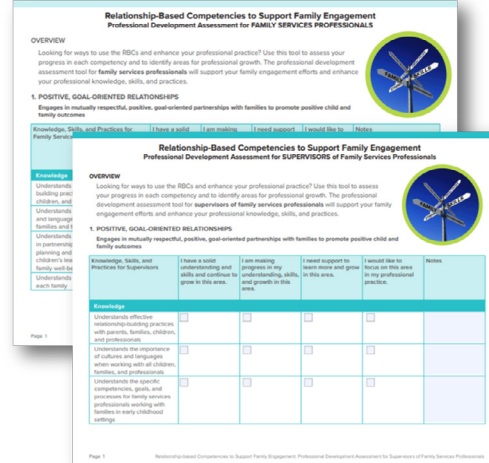


Using the RBCs for Professional Development

Key Terms Related to Professional Development

- **Coaching.** A form of professional development in which an individual with knowledge and experience in the skill being coached enters into a partnership with a professional. The coaching professional observes the professional's work, encourages reflection, offers feedback, and supports goal-setting to help the professional master and implement effective practices.
- **Organizational culture.** The shared assumptions, beliefs, values, and goals that guide staff interactions and the functioning of an organization.
- **Parallel process.** The process that occurs when an individual's behaviors and practices are similar to the behaviors, practices, or interactions of others working in parallel. It is also the process that occurs when similar practices are mirrored in different parts of an organization, community, or system.
- **Professional boundaries.** The limits of professional responsibility and role. The RBCs encourage positive relationships with families. Boundaries identify the lines to be respected and not to be crossed in interactions with others. Early childhood professionals carefully consider the difference between personal and professional relationships and turn to supervisors for guidance and support in assessing their relationships with families. Ethical guidelines about relationship boundaries are offered by various early childhood education, home visiting, and family services organizations.
- **Reflective practice.** Taking time to think about what has happened, what is happening, and what should happen next. Reflection informs our professional practice and improves our ability to communicate with children and families, colleagues, and professionals more effectively.
- **Reflective supervision.** A collaborative relationship to support professional growth. Supervisors facilitate reflection by the professionals by offering time for dialogue about performance and by asking them to evaluate themselves. The process of reflective supervision helps identify professionals' strengths and challenges, and it addresses their needs for training or support.

Resources for Family Services Professionals



Building Capacity



Individual Practices



Knowledge

Skills



Examples for Home Visitors and Supervisors

Competency #9: Data-Driven Services and Continuous Improvement

STAFF

- **Knowledge:** Understands effective ways to talk with families about family well-being, goal-setting, and family (child) assessment and progress

SUPERVISORS

- **Knowledge:** Understands the importance of supporting home visitors in using data for ongoing family (child) assessment, goal-setting, and progress, and ways to share data with families

Examples for Home Visitors and Supervisors

Competency #9: Data-Driven Services and Continuous Improvement

STAFF

- **Skills:** Engages in conversations about child assessment by asking families to share their perspectives

SUPERVISORS

- **Skills:** Works with program leaders and home visitors to ensure that families have information about their child that is understandable and meaningful

Examples for Home Visitors and Supervisors

Competency #9: Data-Driven Services and Continuous Improvement

STAFF

- **Practices:** Tracks information about individual child and parent progress over time to guide planning, individualization, and communication with parents

SUPERVISORS

- **Practices:** Uses data with home visitors in coaching and reflective supervision

Let's Chat!

Which of the RBCs will you work on next?


1. Positive, Goal-Oriented Relationships	6. Family Access to Community Resources
2. Self-Aware and Culturally Responsive Relationships	7. Leadership and Advocacy
3. Family Well-Being and Families as Learners	8. Coordinated, Integrated, and Comprehensive Services
4. Parent-Child Relationships and Families as Lifelong Educators	9. Data-Driven Services and Continuous Improvement
5. Family Connections to Peers and Community	10. Professional Growth

Online Survey and Certificates

- Your feedback is important to us!
- A **Thank You** email with a survey link is on its way! Keep an eye out for it in your inbox.
 - If you joined the webinar with your colleagues, please forward the email to them.
- You can print your certificate upon completion of the survey.

Join the Chat After the Webinar!



**NATIONAL CENTER ON**
Parent, Family and Community Engagement

For more information about this webinar, please contact:
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