

Creating Collaborative Relationships with Programs

Strategies for Collaborative Consultation

Activity Intro

Why is this important?

Building collaborative relationships is crucial to your success as a Child Care Health Consultant (CCHC). When you focus on promoting collaboration with Early Childhood Education (ECE) providers, you empower them to manage issues on their own while still providing support.

In this activity, you will have the opportunity to learn about two CCHCs who have different approaches to working as a CCHC. As you review each scenario, consider how the CCHC promotes or limits collaboration.

Button Text: Next

Two Consultation Approaches

Two Consultation Approaches

Ann and Leah are both CCHCs, but their approaches to consultation differ.

In this activity, you'll explore their different approaches by looking at some situations they deal with. After that, you'll complete a short comparison exercise.

Button text: Ann's Events

Button text: Leah's Events

Ann's Events

UI text

Ann's Events

Ann has been working as a CCHC for 3 years. She has worked with a variety of Early Childhood Education (ECE) programs. She works hard to get to know the director and staff at each program she supports; and learns about their successes and concerns as she supports them in caring for the health, safety, and wellness of the children, staff, and families.

Let's look at 3 events from Ann's experience as a CCHC.

Timeline button text: Oct. 19: Diabetes Care Plan

Timeline button text: Nov. 30: Playground Concern

Timeline button text: Dec. 21: Cleaning, Sanitizing, and Disinfecting Training

Oct. 19: Diabetes Care Plan

Diabetes Care Plan

Ann is helping one of her programs implement an individual health care plan for a child with diabetes who will start attending the program in a few weeks.

Ann has found a diabetes nurse educator to provide training to the program staff. Today, Ann works with the director and staff to review the health care plan and identify and develop topics for the training. She compliments the staff, asks questions, and listens to their concerns. She makes sure the training will address the needs of the child, his family, and the staff.

Nov. 30: Playground Concern

Playground Concern

The director at a program Ann supports is concerned about the safety of her playground after two children were injured on a wobbly bridge.

Ann and the director walk through the playground together to identify areas of immediate concern (like the bridge) and discuss how teachers can address them right away.

The director accepts Ann's offer to reach out to a **certified playground inspector** to inspect the play structures. Together, they create a plan to train the staff to conduct daily playground checks, respond to hazards, and use **hazard mapping** to find problem areas.

Dec. 21: Cleaning, Sanitizing, and Disinfecting Training

Cleaning, Sanitizing, and Disinfecting Training

Ann is leading a training on proper cleaning, sanitizing, and disinfecting practices.

While planning the training, Ann reviewed the program's policies and observed their cleaning practices. She asked the staff if they have any specific concerns related to these procedures. They said it is challenging to disinfect surfaces between diaper changes.

During the training, Ann compliments the teachers on following many of the program's cleaning procedures and asks them to suggest strategies to help them complete the disinfecting process correctly.

Child Care Staff disinfecting a changing table.

Leah's Events

UI text

Popup text: Leah has worked with a variety of **ECE** programs during her 5 years as a **CCHC**.

She focuses on ensuring that her programs meet state **regulations** and national standards for health and safety in child care. She sends regular emails with updates about health and safety issues.

Look at 3 events from Leah's experience as a CCHC.

Timeline button text: April 20: First Aid Kit Inspection

Timeline button text: May 21: Diapering Observation

Timeline button text: June 22: Nutrition Concerns

April 20: First Aid Kit Inspection

Leah is visiting a program and would like to inspect their first aid kits. The teachers are leading circle time while Leah is in the classroom.

Leah asks a teacher to show her where the first aid kit is stored. The teacher steps away from the circle to show Leah the kit.

Leah finds that several first aid items are missing and interrupts the same teacher a few minutes later to explain that the items must be replaced immediately. Leah then informs the director that the teacher is not stocking the first aid kit appropriately.

Statements

Statements	Correct option	Hint
Collaborates with program staff to solve problems	Ann	<p>Collaborates with program staff to solve problems</p> <ul style="list-style-type: none"> • Ann asks open-ended questions to learn how program staff would like to resolve concerns. She provides relevant resources to guide them to a solution. • Leah approaches problem-solving as her responsibility. She does not engage the program staff to understand their goals, challenges, or experiences.
Acts as a supervisor focusing on regulatory activities	Leah	<p>Acts as a supervisor focusing on regulatory activities</p> <ul style="list-style-type: none"> • Ann is knowledgeable of regulations and best practices and understands that each program has specific expertise and concerns that influence how they approach meeting guidelines. • Leah addresses problems by reporting staff mistakes to the director and telling the program staff what to do.
Familiar with community resources	Ann	<p>Familiar with community resources</p> <ul style="list-style-type: none"> • Ann offers to connect programs with available community resources, such as certified playground inspectors and nurse educators, who can bring additional expertise and support to the programs. • Leah does not connect programs with community resources. She does not ask questions about what additional support a program might need.
Builds the capacity within the staff to handle future problems	Ann	<p>Builds the capacity within the staff to handle future problems</p> <ul style="list-style-type: none"> • Ann provides options and introduces new strategies for resolving concerns but does not dictate how to proceed. She works together with her programs to help them learn to prioritize and problem-solve. • Leah’s approach is to demand instant changes and dictate what those changes should be. She does not explore the providers’ perspectives or guide them to solve problems on their own.
Positions self as expert in the field	Leah	<p>Positions self as expert in the field</p> <ul style="list-style-type: none"> • Ann recognizes that the program staff have a lot of expertise. She asks open-ended questions that help her give them the support they need to improve their health and safety practices. • Leah never acknowledges the strengths of the program staff and considers herself to be the expert in health and safety.

May 21: Diapering Observation

While observing a new teacher change a child's diaper, Leah notices the teacher did not **clean** the changing table before spraying the disinfectant, even though the steps were clearly presented on a wall poster.

Leah tells the director that the teachers are not following diapering procedure and writes an action plan for the director to implement, including scheduling a mandatory training for all staff.

June 22: Nutrition Concerns

Leah is visiting one of the family child care homes she works with to conduct a health and safety review. When the caregiver serves the children beans cooked with bacon, Leah immediately expresses concern about the nutritional value of the food.

She tells the caregiver she needs to update the menus to meet current nutrition best practices and gives her a copy of the **Child and Adult Care Food Program (CACFP)** guidelines. Leah doesn't look over past menus or ask the caregiver how she decides what foods to serve.

Button text: Done

Compare Approaches

UI text 1

You have explored both Ann's and Leah's experiences. Now, compare the themes of their practices by sorting five statements that describe their approaches to **CCHC** work.

If you get stuck, select the Hint button

UI text 2

Drag each statement to the **CCHC** that it matches best, then select Done.

Button text: [Statements listed below.]

Button text: Hint

Button text: Done

Feedback

Learner got 1 or more wrong

Try Again

The statements you got incorrect have been returned to the middle. Re-sort those statements and try again.

For help with each statement, select the Hint button.

Learner got all answers right

Success!

That is exactly right. Based on the events that you saw, Ann appears to be engaged in collaborative consulting that is focused on relationship-building, while Leah prefers to tell programs what to do without considering their perspective. Remember, effective consultation is grounded in collaborative relationships, and Ann is doing an excellent job of cultivating hers.

Activity conclusion

Heading

Page text

Wrap-Up

Although Leah engaged regularly with ECE programs in her area and provided appropriate recommendations, she did not collaborate with her programs. Ann encouraged collaboration and used resources available to her to help empower her programs to resolve similar situations in the future.

Keep Ann's methods in mind as you build collaborative relationships with your programs.

Button text: Finish