



PARTNERING WITH FAMILIES TO SUPPORT INTERACTIONS WITH CHILDREN

Review your curriculum’s guidance about partnering with families as they engage in responsive interactions with their children.

Identify and support families’ responsive interactions with children, including interactions that reflect their cultural practices and beliefs.

Partner with families to enhance responsive and sensitive parent-child interactions in ways that build on their culture.

WHAT DOES THIS LOOK LIKE?

Home visitor Rosa sees Ana snuggling her baby while breastfeeding, a common feeding practice in her culture. Ana’s mother came to visit from her home country to support Ana in her transition to motherhood and has been helping her to breastfeed. Rosa’s curriculum has resources that explain the benefits of breastfeeding for babies. Rosa shares this information with Ana and discusses the ways that Ana’s practices are nurturing her baby. Rosa learns from Ana and her mother some of the reasons that breastfeeding is common in their culture. Rosa explains a bit about how breastfeeding is also an opportunity to expose her baby to language by singing and talking with her.



Two-year-old Amalka helps her mother, Katerina, knead dough on their kitchen table. She presses hard with her hands, and her mother helps her turn the dough. Home visitor India comments that she notices how strong Amalka is, and how working the dough is helping her motor development. Katerina and Amalka talk in their home language. Katerina explains to India that they are talking about Katerina learning how to make dough from her mother and grandmother. India sees their pride in continuing this tradition. She notes how responsive Katerina is to Amalka’s participation, supporting her daughter as she stretches, pushes, and pulls.

At a group socialization, Tara, a home visitor, engages parents in a discussion about the ways that they prepare their children for school. One family explains that they spend a lot of time teaching their preschool-aged daughter skills to get ready for school. They teach her to write out their letters and numbers in English and their home language, and they are beginning to teach her how to read. Another family says that they believe young children should play as much as possible. They read books to their son to prepare him for school. Tara was open to all responses, realizing that families’ ideas about school readiness may in part be influenced by their cultural values and their own early childhood experiences. She also pointed out the varied ways that families support school readiness through their practices, including through play, storytelling, writing, and reading aloud.