



Enhancing Staff's Comfort and Confidence

SESSION

4

Facilitator's Script



1 hour,
50 minutes total



5 minutes



Enhancing Staff's Comfort and Confidence

Introduction and Overview

Welcome to our session, "Enhancing Staff's Comfort and Confidence." My name is _____. I represent the voice of _____ (family, early intervention, early care and education). Facilitating with me today are _____ (name/voice) and _____ (name/voice).

Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.

In the DVD, *Creating Bright Futures*, developed by the Hilton/Early Head Start Training Program, Rochelle Pleasant says, "One of the privileges of caring for young children is supporting them to grow and learn." Yet, some children's development does not unfold as expected, and early care and education service providers often are the first to become concerned. In these instances, early care and education staff sometimes feel unprepared to discuss their concerns with families.

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This session focuses specifically on how service providers can:

- ◆ *Approach families with developmental concerns, and*
- ◆ *Support families as they cope with the initial identification of a disability.*



Add participant introductions/openers, as needed.

Review the Learning Outcomes and Agenda.

See Facilitator's Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ◆ *Participants will identify strategies for early care and education providers to communicate effectively with families about the possibility of their infant or toddler being identified as having a disability.*
- ◆ *Participants will identify strategies that support early care and education providers as they work with families during the initial identification period.*

Agenda

Agree on Ground Rules

Communication Strategies with Families

- Lecturette
- View DVD: *Embrace Possibilities*
- Small-Group Discussion
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement



5–10 minutes



Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



1 hour,
20 minutes total



15 minutes



Communication Strategies with Families

Lecturette

How many of you have shared your concerns about a child's development with his or her family?

It can be a difficult situation. Many early care and education providers tell us they feel they don't have the proper training and are unsure of exactly what to do or how much to say.

In this session we present planning strategies and communication techniques that will boost staff's competence and confidence in communicating with families.



Handout #2: Communicating with Families: Tips for Success

Let's look at the following steps for effective communication when concerns arise. Please take out Handout #2 and take 2–3 minutes to review the content.



Invite participants to give 2–3 examples and share experiences for each question. Make sure participants maintain confidentiality if a particularly sensitive situation is raised. Wrap up and summarize the discussion.



What examples or experiences have you had in preparing for the conversation with families?

What examples or experiences have you had in expressing your concerns to families?

What examples or experiences have you had in following up with families?



20 minutes

View DVD: *Embrace Possibilities*

The DVD that you are about to see is called *Embrace Possibilities*. The purpose of the DVD is to share information from the perspectives of families and early care and education and early intervention staff about the early identification of an infant or toddler with a possible delay in development or a disability.



Handout #3: Acknowledgements: *Embrace Possibilities*

Handout #4: Guided Viewing: *Embrace Possibilities*

Enhancing Staff's Comfort and Confidence

Please take out the Guided Viewing Handout # 4 and think about the following questions as you watch the *Embrace Possibilities* DVD:

- ◆ *When concerns arise or you suspect a child might have a disability, what are the challenging aspects about discussing this with families?*
- ◆ *What skills do staff members need to acquire to communicate effectively with families?*
- ◆ *How could you enhance your program's strengths and community partnerships in this area?*
- ◆ *How could you strengthen this component of your program?*



Start DVD: *Embrace Possibilities* (15 minutes)



30 minutes

Small-Group Discussion



Allow the participants to share their reactions to the DVD for a few minutes. Then divide the participants into small groups.

In your small groups, discuss the questions listed on the handout.

- ◆ *When concerns arise or you suspect a child might have a disability, what are the challenging aspects about discussing this with families?*
- ◆ *What skills do staff members need to acquire to communicate effectively with families?*

- ◆ *How could you enhance your program's strengths and community partnerships in this area?*
- ◆ *How could you strengthen this component of your program?*

You have 30 minutes, after which each group will share its ideas. Be prepared to share at least 1 response for each question.



15 minutes



Large-Group Share-Back

Solicit feedback on one question at a time. Get at least one response from each group for each question.



When concerns arise or you suspect a child might have a disability, what are the challenging aspects about discussing this with families?



Add any of the following key points not mentioned by the group:

- ◆ *Staff may feel uncomfortable and unprepared.*
- ◆ *Staff may not know how to express their concerns.*
- ◆ *Staff don't want to upset the family.*



What skills do staff need to acquire to communicate effectively with families?



Add any of the following key points not mentioned by the group:

- ◆ *Listening skills*
- ◆ *How to communicate their concerns to families*
- ◆ *How to work with interpreters, if needed*
- ◆ *How to approach cultural issues*
- ◆ *Knowing when to say they need help*
- ◆ *How to access community resources to match family needs*



How could you enhance your program's strengths and community partnerships in this area?



Add any of the following key points not mentioned by the group:

- ◆ *Insure that there are internal mechanisms for staff support and supervision.*
- ◆ *Maintain an atmosphere for safe sharing and problem solving among staff and with families.*
- ◆ *Create ongoing opportunities for staff at all levels to collaborate with community partners to share ideas and information.*
- ◆ *Work with early intervention staff to meet individual family and staff needs.*



How could you strengthen this component of your program?



Add any of the following key points not mentioned by the group:

- ◆ *Provide mentor and supervision models and resources for staff.*
- ◆ *Provide ongoing staff meetings, discussions, and training opportunities.*



5 minutes

Wrap-Up



Are there any questions or comments about the training today?



Review Learning Outcomes.

See Facilitator's Guide.

*10 minutes*

Reflections/Continuous Improvement

We now would like to give you an opportunity to think about how this session today applies to your work situation. Please list 2–3 strategies you can start to use next week.



Gather Continuous Improvement Feedback.

See Facilitator's Guide.

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session and what could be done to facilitate your learning.



Divide a piece of chart paper into 2 columns, as shown. Entitle 1 column **"What worked?"** and the other column **"Suggestions for improvement."**

What worked?	Suggestions for improvement

Chart participants' comments without rebuttal or discussion. Facilitators can act on these suggestions, as appropriate, in future training sessions.





What worked for you today?

What suggestions for improvement do you have?

Thank you for your participation today.

End training session