



January 25, 2021

## Plenary Extension: Families as Team Members in the Coordinated Approach to Disabilities Services

# DISABILITY SERVICES COORDINATOR INSTITUTE

## PARTICIPANT'S GUIDE

This guide summarizes the key components for our session today. It also has reflection questions and activities to stimulate your thinking about how you can implement the strategies, practices, and resources we explored.

### Disability Services Coordinator Orientation Guide

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/disability-services-coordinator-orientation-guide>

The Disability Services Coordinator Orientation Guide is a great resource! If you are new to your role, it provides a foundation for your work. If you have been in your role for a while, it serves as a great refresher. Follow the link above to explore this invaluable resource.



## Learning Objectives:

What would you like to walk away with from this session?

### Learning Objectives



1. Describe why family engagement is critical to supporting families as team members in implementing coordinated approaches to disabilities services.
2. Identify practices, strategies, and resources that support authentic engagement and social emotional development and learning.

From this session today, I hope to:

- 1.
- 2.
- 3.

## Family Engagement:

What does successful engagement look like?

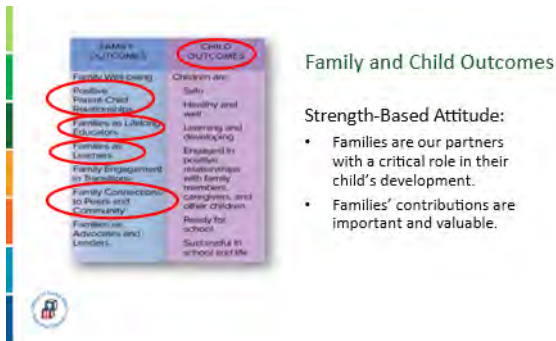
Why is it important?

### Family Engagement



- What does it look like?
- Why is it important?

**PFCE Framework:** <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>



**Family Involvement and Family Engagement: What do you think each of these terms mean? How do they differ?**

**What are some ways you have seen or supported parent advocacy? How has this contributed to the team's coordinated approach success?**

**When learners engage in dialogue to share different ideas and experiences, they define what and how they learn. They may also learn how to shape the larger community to improve their lives.**

**(Freire 1983)**

## How has social emotional development been impacted during the pandemic?

How do structure and routines help you? What was it like when things changed for you?

### Video Observation: (Still Face Experiment)

1) What did you notice? 2) How does this video affect you physically? 3) Emotionally? If you saw a parent acting this way, 1) What would you do? 2) How might you engage them? 3) What assumptions might you make that may not be productive or helpful?



## Think of your experience with a flat tire:

How did you feel? What would have happened if you were not able to fix it?

## Strength-Based Attitudes:

Perspectives:



**Strength-Based Attitudes**

- All families have strengths.
- Families are the first and most important teachers of their children.
- Families are our partners with a critical role in their child's development.
- Families have expertise about their child and their family.
- Families' contributions are important and valuable.

Why is this important as it relates to families as team members in the coordinated approach to disabilities services?



## Reflection:

**Know:** How did this information confirm what I already know and do?

**Learn:** What did I learn that was new?

**Do:** What will I do differently in my work to support education staff and families?



**Ask:** What questions do I have?

## Helpful Resources: (\* indicates resources available in Spanish)

### ECLKC Resources

\*Infographic: Young Children with Special Needs

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/publication/infographic-young-children-special-needs>

\*Head Start Parent, Family, and Community, Engagement Framework

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-parent-family-community-engagement-framework>

Parent Involvement and Family Engagement for Early Childhood Professionals

<https://eclkc.ohs.acf.hhs.gov/publication/parent-involvement-family-engagement-early-childhood-professionals>

\*Parent, Family, and Community Engagement Simulation: Starting with Strengths in Challenging Times

<https://eclkc.ohs.acf.hhs.gov/family-engagement/learning-module/starting-strengths-challenging-times>

Family Engagement and School Readiness: Building on Family Strengths to Promote Success for Early Childhood Professionals

<https://eclkc.ohs.acf.hhs.gov/publication/family-engagement-school-readiness-building-family-strengths-promote-success>



\*Understanding Family Engagement Outcomes: Research to Practice Series

<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/understanding-family-engagement-outcomes-research-practice-series>

\*Relationship-Based Competencies to Support Family Engagement

<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement>

\*Building Partnership with Families Series:

<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/building-partnerships-families-series>

- o Strength-Based Attitudes

<https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/strength-based-attitudes>

\*Framework for Effective Practice

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice>

## Resources

\*Centers for Disease Control and Prevention-COVID-19 Parental Resources Kit-Early Childhood

<https://www.cdc.gov/mentalhealth/stress-coping/parental-resources/early-childhood/index.html>

\*Milestone Checklist: CDC's Developmental Milestones

[https://www.cdc.gov/ncbddd/actearly/pdf/FULL-LIST-CDC\\_LTSAE-Checklists2021\\_Eng\\_FNL2\\_508.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/FULL-LIST-CDC_LTSAE-Checklists2021_Eng_FNL2_508.pdf)

See Checklists for Developmental Milestones available in Spanish, Arabic, Brazilian Portuguese, Haitian Creole, Simplified Chinese, Somali, and Vietnamese

<https://www.cdc.gov/ncbddd/actearly/freematerials.html#toolsfortrackingmilestones-2017>

Early Childhood Technical Assistance Center (\*various materials are available in Spanish)

<https://ectacenter.org/>

\*Teaming and Collaboration Checklist: Families Are Full Members Checklist

[https://ectacenter.org/~pdfs/decrp/TC-1\\_Families\\_Are\\_Full\\_Team\\_Members\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/TC-1_Families_Are_Full_Team_Members_2018.pdf)

From Principles to Practice: Building a Family Engagement Culture

[https://ap-od.org/wp-content/uploads/2019/04/Engage-RD\\_From-Principles-to-Practice\\_LA-Partnership-Learning-Brief.pdf](https://ap-od.org/wp-content/uploads/2019/04/Engage-RD_From-Principles-to-Practice_LA-Partnership-Learning-Brief.pdf)





## Mobile Apps

\*ELOF2GO Mobile App (MiELOF)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

\*Text4Teachers

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

## Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

- Head Start Disabilities-Inclusion Network
- Home Visitors Community
- Teacher Time Community
- PFCE Deepening Practice

