TITLE: Partnering with Families to Support Children's Development

DESCRIPTION: This Module covers Guiding Principles that we use to support the process and goal of partnering with families. It addresses issues related to entering the home, beginning relationships, establishing routines, and sharing progress and goals. The second section can be used to support conversations with families regarding aspects of child development. It connects us to resources with information on ways to support healthy development and provides guidelines when families should consult the child's doctor.

TRAINER AND DEVELOPER: Ellen Leopold, M. Ed. Social and Emotional and Behavioral Health Consultant, NYS Pyramid Model Master Cadre Trainer, Children's Institute, Rochester, NY.

SEL SERIES: Designed for all those working with, or on behalf of children and families, this module is part of a series of six (6) separate workshops developed by the Children's Institute addressing the role Social and Emotional Learning plays in positive communication, relationships, learning, and life skills.

Facilitator Guide

INDIVIDUAL ACCESS/SELF-SERVE *(for Individuals viewing this module independently):* While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies listed below, before beginning. The handouts will allow you to keep a running record of your thoughts, reflections, lists and action planning ideas. You may choose to print the PowerPoint PDF if you would like, but it is not necessary unless you like to make notes within them. *(Modules may refer to "class/ school". While this may not resonate as your teaching/ learning environment, anywhere, anytime you and a student are together, "class" is in session.)*

CTLE CREDIT

Group Workshop: If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

  a. Contact M-TASC in advance of the workshop to confirm date module.

  b. Use the M-TASC Participant Sign-In Sheet, and submit

  c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

Individual Access/Self-Serve: For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website: https://www.nysmigrant.org/resources/pd

OBJECTIVES/LEARNING TARGETS

- Develop strategies that build trust and connection with families
- Develop empathy and understanding for clients' families perspectives
- Establish guidelines for creating routines in clients' home
- Explore development milestones in child development and ways to share information with families, or guide families to relevant information

WORKSHOP/MODULE DESIGN

The content for this workshop is on video. **This video is for NYS MEP use only.** Use the video link on the NYS migrant website in the Professional Development section for, *Partnering with Families to Support Children's Development.*
The presenter provides instructions for activities and tells the facilitator when to pause for the activity outlined. The Facilitator Guide is designed to support group workshops or individual access. The target audience for this video is all Migrant Educators. **Estimated time to complete: 75 to 110 minutes.** Video: 52 minutes. Group activities and process 23 to 58 minutes.

CONNECTION TO THE NYS THEORY OF ACTION

Subject Content and Instruction: Social and Emotional Learning (SEL) provides foundational skills needed for children and adolescents to take in new information and make connections between text and life. SEL is uniquely designed to provide skill development for "self-regulated life-long learners."

Advocacy to Self-Advocacy: SEL instruction equips and empowers students in self-advocacy by supporting feelings identification and self-management, friendship skills, problem solving and goal setting. SEL instruction and practice provide children a framework to figure what they need in order to be successful

and when and how to get the needed support.

Identity Development: SEL instruction and practice—and these modules in particular—ask adults to examine and identify the role of culture in their own feelings, thoughts and practices. SEL highlights cultural context in ourselves and honors it in others. It also validates the importance of bi-cultural context in a multi-cultural society and world.

WORKSHOP PREPARATION

Print, review and gather materials including the appendix and the PowerPoint and review the PowerPoint prior to facilitating with the group.

Reflection or Activity Slides are signified by the angled rectangle. Please pause the video when you begin to hear the music cue. Then complete the tasks on the screen and share thoughts whenever possible. Restart the video when you are done.

The Appendix contains information that is designed to give you background on the content that will assist you in preparing to facilitate.

SUPPLIES AND MATERIALS

- Participant Handouts
  1. Think–Pair–Share Reflection Guide
  2. Resource List
  3. Workshop Evaluation or link
  4. PowerPoint Notes – Optional
- Chart paper and markers to scribe responses for activities

Reflection Question: What strengths, skills or attributes do you want the kids in your programs to acquire by the time they graduate from high school? What do you hope that they will contribute to society?

children's institute
STRENGTHENING SOCIAL AND EMOTIONAL HEALTH
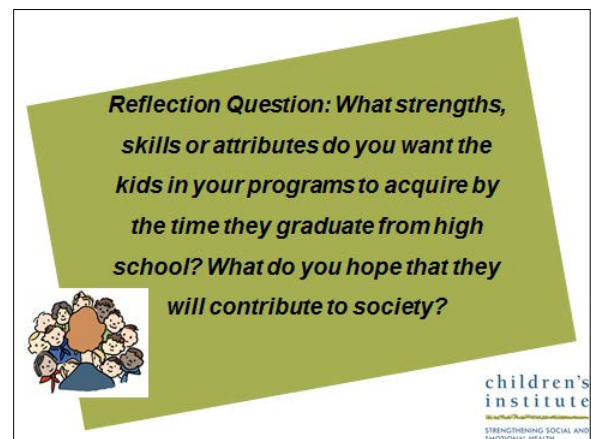
WELCOME AND INTRODUCTIONS

Facilitator Note: These modules are intended to ultimately support the development of social and emotional skills and competencies in the children that you teach/ reach. As the facilitator, modeling is the first step toward supporting that SEL skill development. A group process that embraces safety, sharing, curiosity, and partnership is as important to the participants' experience as the contents of the modules themselves.

Questions
- Share a strength you bring to creating partnerships with families;
- Or, another question you choose for your group.

WORKSHOP OVERVIEW

Key Points

- This workshop was developed by the Children's Institute as an introduction to social emotional learning (SEL).
- The presenter may refer to "class/school". While this may not resonate as your teaching/ learning environment, anywhere, anytime you and a student are together, "class" is in session.
- The content for the workshop is on the video, so you will be stopping the video when the presenter, Ellen Leopold, gives instructions for an activity.
- The goals are to:
  - ✓ Develop strategies that build trust and connection with families,
  - ✓ Develop empathy and understanding for clients' families' perspectives,
  - ✓ Establish guidelines for creating routines in clients' homes,
  - ✓ Explore development milestones in child development and ways to share information with families, or guide families to relevant information.

Play video to first slide and music: (Start to 4:32)

Activity 1: Think–Pair–Share Reflection

- Think about your family (origin or chosen). What makes it unique?
- What are its strengths/challenges?
- What would you want someone working with your family to understand or accept?

Play video (4:38 to 26:26)

Activity 2: Think–Pair–Share Reflection

- Think about an environment that feels uncomfortable to be in.
- Where is it?
- What happens there?
- What are the feelings that it evokes in you?
- How do you respond?

Play video (26:32 to 26:46)

Activity 3: Think–Pair–Share Reflection
- Think about an environment where you feel very comfortable.
- What happens there?
- How do you feel?
- How is that different?

Play video (26:52 to 34:10)

Activity 4: Think–Pair–Share Reflection
What is one concrete activity, physical addition to the "learning environment," or step in the routine that you have used to strengthen teaching and connections with the home?

Group Process: Make a list on flip chart paper as people report out.

Facilitator Note: The list at the front of the room will be a base for participants to draw from during the next Think – Pair – Share Reflection

Play video (34:15 to 35:10)

Activity 5: Think–Pair–Share Reflection
What is one concrete activity, physical addition to the "learning environment," or step in the routine that you can add to strengthen teaching and connections within the home?

Play video (35:15 to 39:40

Activity 6: Think–Pair–Share Reflection
- When was a time when you were informed that you, your own child, or a child that you cared deeply about was identified as "lagging" developmentally, or needing additional services?
- How was this information conveyed?
- How did you feel?

Play video (35:50 to 52:05)

Activity 7: Think–Pair–Share Reflection
Identify one concrete action or behavior that you will take in the next two weeks to build your "developmental milestones toolbox" and write or share out your thoughts.

Identify a resource you can bring to a family. It could be a practice such as reflecting a child's strengths to a family and connecting to a developmental milestone.

Play video (52:08 to end)

Closure for Group Workshops

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: https://www.nysmigrant.org/resources/pd

## Developmental milestone guides mentioned in the video:

- Office of Children and Family Services *Child Development Guide*
  - Ages 0-19
  - See Section 2 re: The Development of Language and Conceptual Abilities in Children
  - https://ocfs.ny.gov/main/fostercare/assets/ChildDevelGuide.pdf

- Centers for Disease Control and Prevention *Developmental Milestones*
  - Ages 2 months to 5 years
  - https://www.cdc.gov/ncbddd/actearly/milestones/index.html
  - (Also available in Spanish) https://www.cdc.gov/ncbddd/Spanish/actearly/milestones/index.html

- New York State Parent Guide *Promoting Your Child's Social and Emotional Development*
  - Ages 1-18
  - http://www.nysparentguide.org/resources/development-concerns

Appendix

Five Social and Emotional competencies as defined by CASEL (Collaborative of Social and Emotional Learning, CASEL.org) are identified below. Keep these in mind and look for or create opportunities for participants to practice them. Tips for doing this are noted after the graphic.
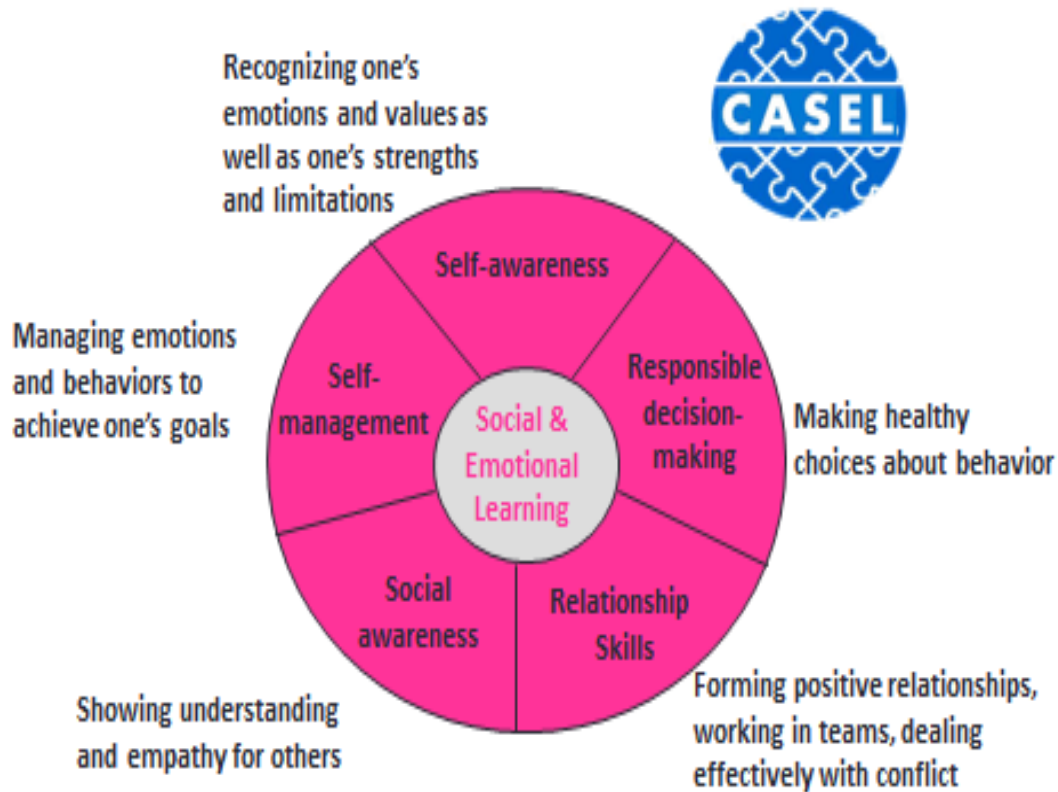

1. Before starting, please support participants by making sure that everyone knows one another's names, and by soliciting individuals' thoughts and goals for the module.

2. For think-pair-share or other group activities, encourage people to partner with someone that they have not previously worked with. Depending on numbers, you can, for example, have participants "count off," or group based on birthday season or some other commonality.

3. Practice active listening skills; make sure that all have a chance to listen to one another, and also to be heard. Reflect and validate responses. Let participants know that the voiceover PowerPoint can be paused at any point so that they can add comments, questions and concerns.

4. Increase motivation and engagement using the three pillars of Self-Determination Theory (below).

   a. Make sure that tasks that are asked of participants are "understood" but appropriately challenging. Check for comprehension (competence).

   b. Promote meaningful connections with and between participants. Foster an atmosphere of acceptance and caring (relatedness).

   c. Encourage, highlight, and endorse opportunities for learners to use materials or concepts, and even the environment in ways that provide choice and reflect individual learning styles (autonomy).

SELF-DETERMINATION THEORY
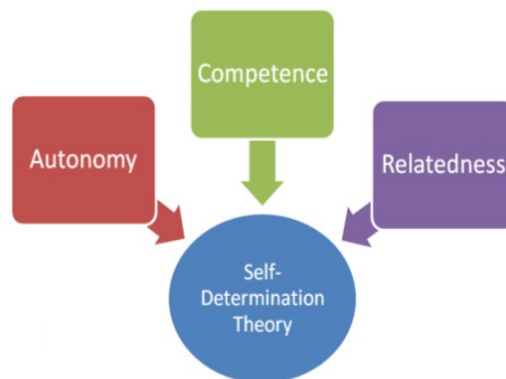
**EDWARD DECI, UNIVERSITY OF ROCHESTER &
RICHARD RYAN, AUSTRALIAN, CATHOLIC UNIVERSITY**

Competence = to see the goal as achievable; to experience mastery

Relatedness = to be connected, to be cared about, and to care for others

Autonomy = to exercise choice and independence in personal development