

Partnerships With Parents

In an Early Childhood Setting

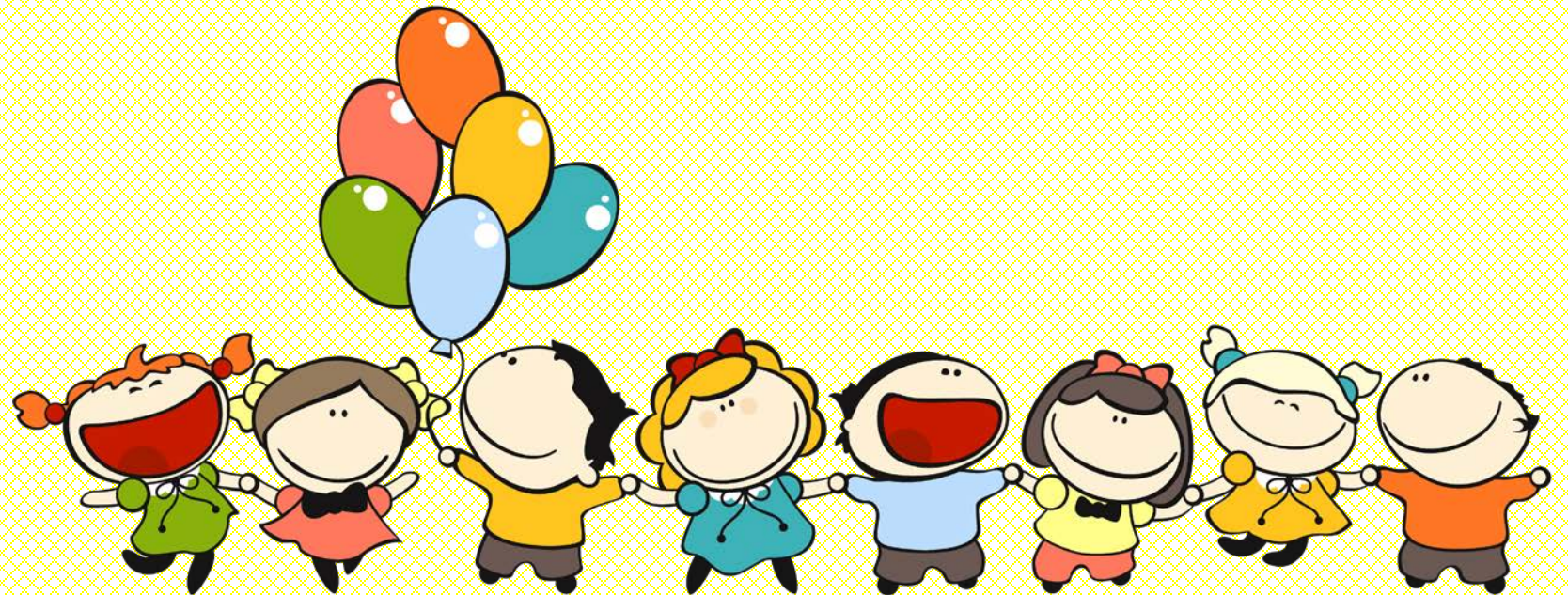
MO SW-PBS & MTSS:

BRIDGING THE GAPS



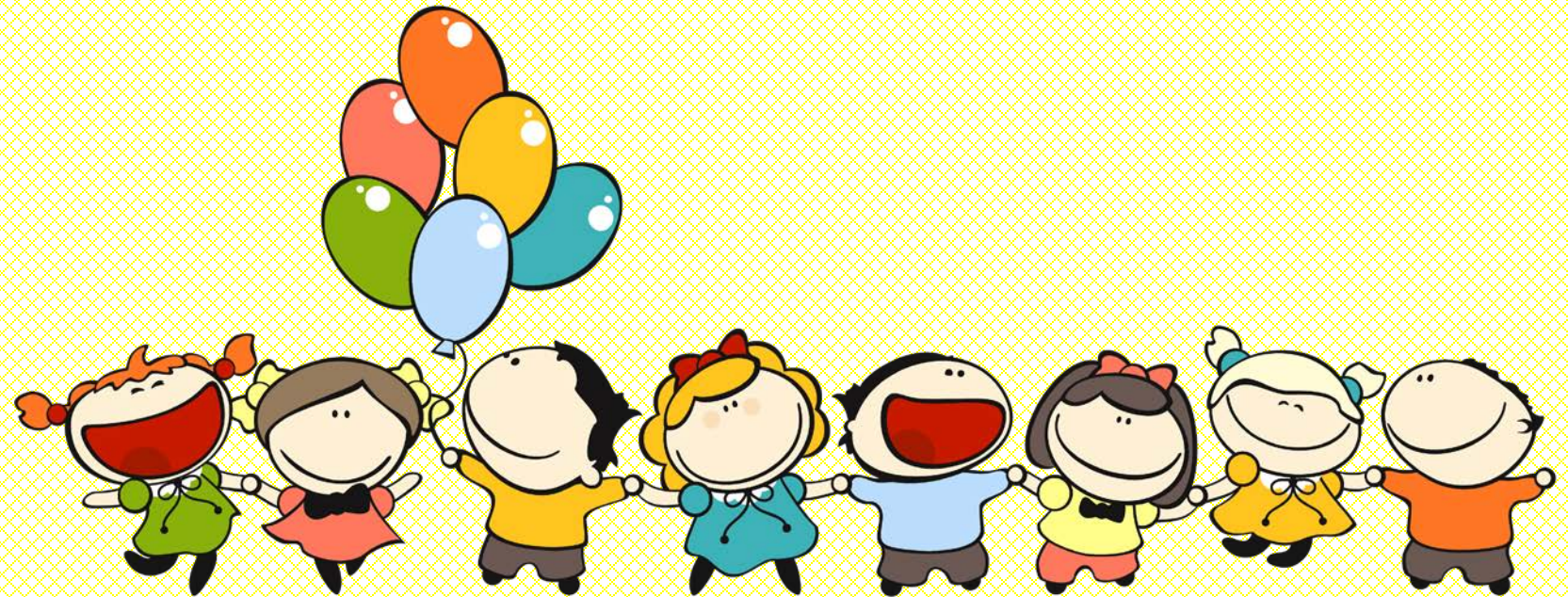
What is your definition of Family Involvement?

- What are your goals for involving families in your Program?

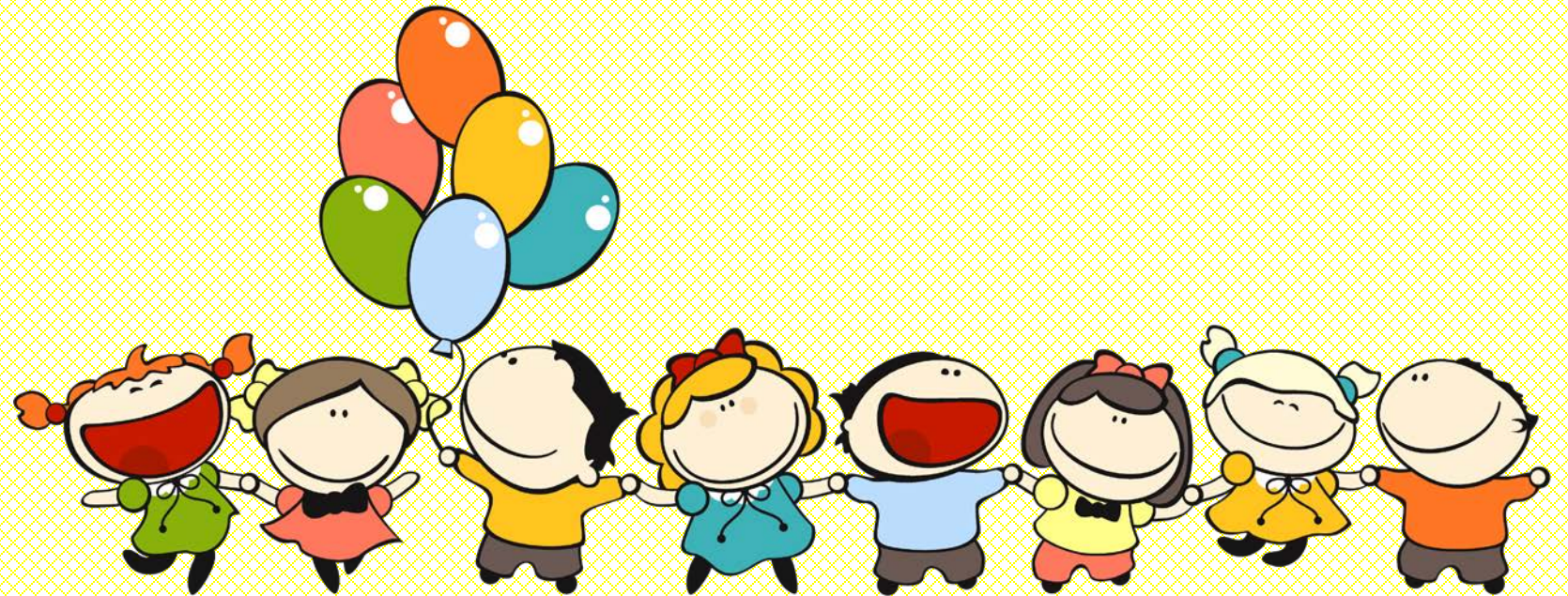


While 90% of teachers felt family involvement in education was necessary, only 32% of teachers felt it was their responsibility to involve families.

Connors and Epstein (1994)



Research has shown that educators, families, and community partners all have different ideas of what role parents should play in their child's education.



Current Reality

- What do you currently have in place?
- How does this relate to your goals?



Challenges

- What challenges do you face when trying to involve families?





Tiered Supports for Families

Understanding of families' unique needs; access to targeted resources and supports; relationship established

Information provided in native language; translator; personal contact

Basic information about how to effectively engage in child's education provided through traditional communication system

Where to start...?

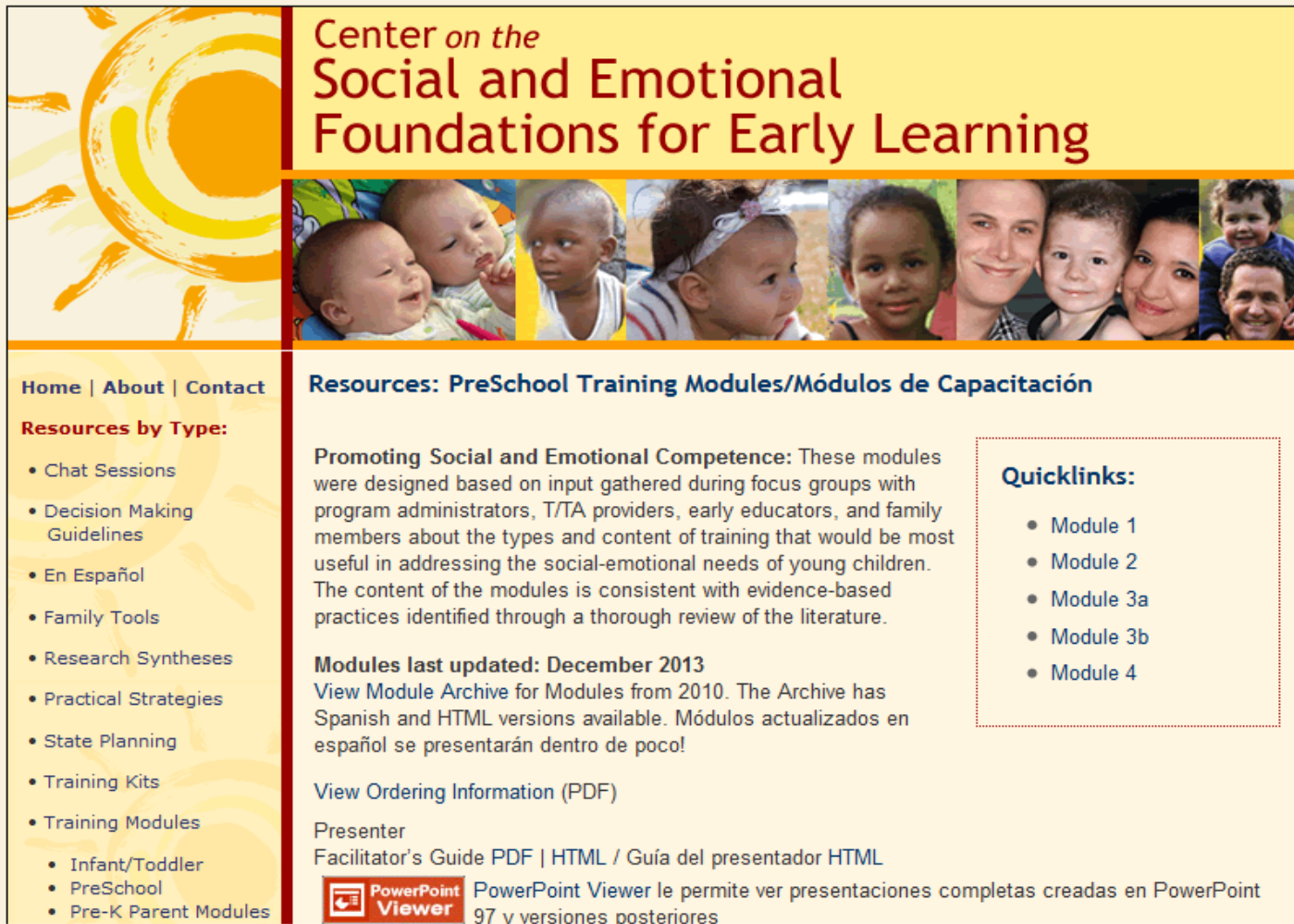
...Epstein's six types

- 1. Parenting*
- 2. Communicating*
- 3. Volunteering*
- 4. Learning at Home*
- 5. Decision Making*
- 6. Collaborating with the Community*



"School, Family, and Community Partnerships" Joyce L. Epstein and Associates

CSEFEL Resources



The screenshot shows the CSEFEL website. At the top left is a large yellow sun icon. The main header reads "Center on the Social and Emotional Foundations for Early Learning" in red text. Below the header is a collage of diverse young children and adults. The left sidebar contains navigation links: Home | About | Contact, Resources by Type, and a list of resource categories including Chat Sessions, Decision Making Guidelines, En Español, Family Tools, Research Syntheses, Practical Strategies, State Planning, Training Kits, and Training Modules (with sub-items for Infant/Toddler, PreSchool, and Pre-K Parent Modules). The main content area is titled "Resources: PreSchool Training Modules/Módulos de Capacitación" and contains a paragraph about promoting social and emotional competence, a "Modules last updated: December 2013" notice, and a "Quicklinks" box listing Module 1 through Module 4. At the bottom, there is a "View Ordering Information (PDF)" link and a "Presenter Facilitator's Guide PDF | HTML / Guía del presentador HTML" link, along with a PowerPoint Viewer icon and text.

Center on the
Social and Emotional
Foundations for Early Learning

Home | About | Contact

Resources by Type:

- Chat Sessions
- Decision Making Guidelines
- En Español
- Family Tools
- Research Syntheses
- Practical Strategies
- State Planning
- Training Kits
- Training Modules
 - Infant/Toddler
 - PreSchool
 - Pre-K Parent Modules


Resources: PreSchool Training Modules/Módulos de Capacitación

Promoting Social and Emotional Competence: These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.

Modules last updated: December 2013
View Module Archive for Modules from 2010. The Archive has Spanish and HTML versions available. Módulos actualizados en español se presentarán dentro de poco!

View Ordering Information (PDF)

Presenter
Facilitator's Guide PDF | HTML / Guía del presentador HTML

 PowerPoint Viewer le permite ver presentaciones completas creadas en PowerPoint 97 v versiones posteriores

Quicklinks:

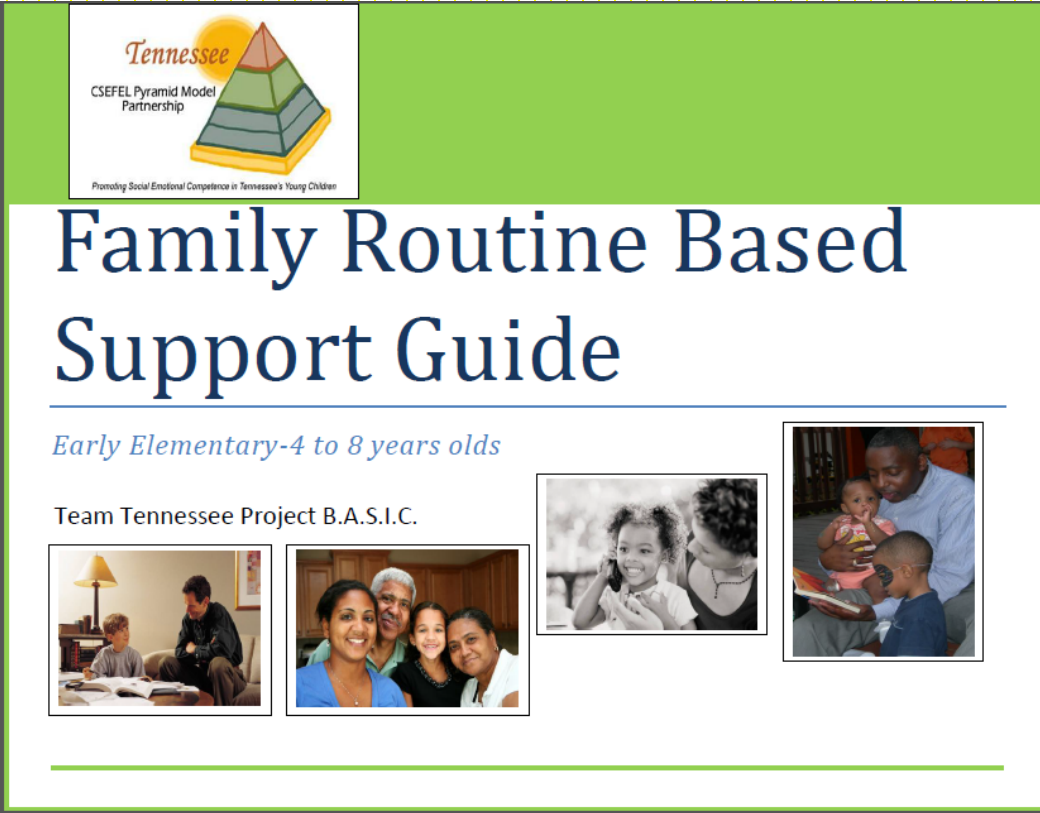
- Module 1
- Module 2
- Module 3a
- Module 3b
- Module 4

- Positive Solutions for Families Workbook

- Family Routine Based Support Guide

CSEFEL Resources

Family Routine Based Support Guide







The image shows the cover of a support guide. At the top left is the Tennessee CSEFEL Pyramid Model Partnership logo, which features a pyramid with four levels and the text "Tennessee CSEFEL Pyramid Model Partnership" and "Promoting Social Emotional Competence in Tennessee's Young Children". The main title "Family Routine Based Support Guide" is centered in a large, dark blue font. Below the title, it specifies "Early Elementary-4 to 8 years olds" and "Team Tennessee Project B.A.S.I.C.". The bottom section contains four small photographs: a man and a child reading, a family of five smiling, a woman talking to a young girl, and a man reading to a child.

Tennessee
CSEFEL Pyramid Model
Partnership
Promoting Social Emotional Competence in Tennessee's Young Children

Family Routine Based Support Guide

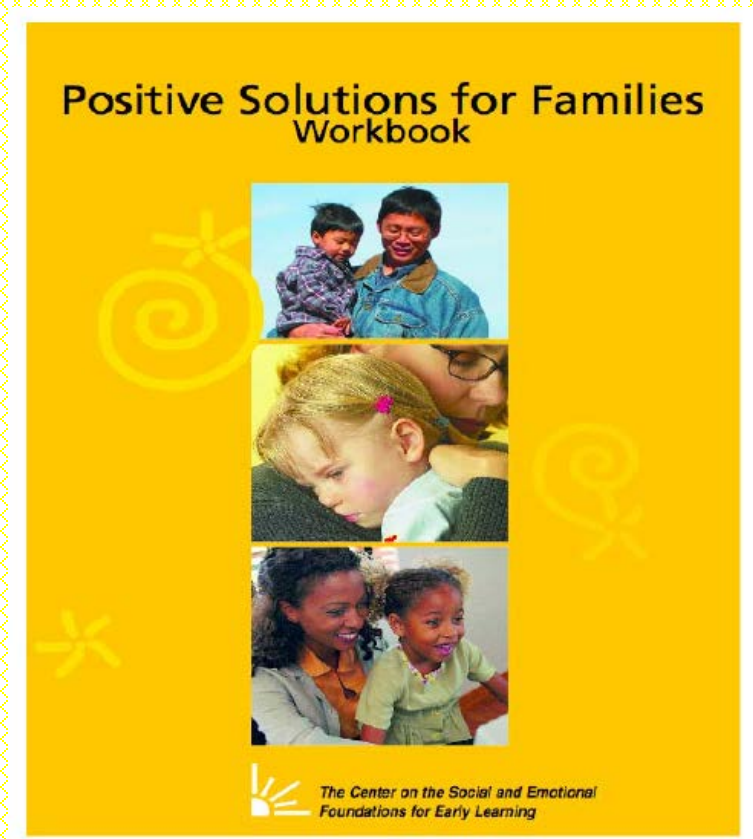
Early Elementary-4 to 8 years olds

Team Tennessee Project B.A.S.I.C.



CSEFEL Resources

Positive Solutions for Families Workbook



TACSEI Resources



Technical Assistance Center
on Social Emotional Intervention
for Young Children

Home | About | Contact

What do you want to do?

Browse Resources

Learn about the Pyramid Model

Understand Program-Wide Adoption

Find a Consultant

Locate Training Opportunities

What do you want to explore?

Archived Presentations

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Individualized Interventions

Systems & Procedures

Helpful Links

Glossary

Communities to Visit...

TACSEI States

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- [Brochures and Booklets](#)
- [Backpack Connection Series](#) **New!**
- [Handouts](#)
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- [Let's Talk! Conversations with TACSEI Specialists](#)
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- [Tools](#)



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit challengingbehavior.org.

More Information

For more information about this topic, visit TACSEI's website at www.challengingbehavior.org and type "understand behavior" in the Search Box in the upper-right corner of the screen.



This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children, funded by the Office of Special Education Programs, U.S. Department of Education (E22007002). The views expressed do not necessarily represent the positions or policies of the Department of Education, July 2012.

As a parent or caregiver, you may see your child behave in a way that doesn't make sense and ask yourself, "Why does she keep doing that?" It can be very frustrating, especially when it seems like it should be easy for your child to figure out on her own a more appropriate way to behave. In children continue to use a behavior because it works! Your child's behavior is a powerful communication tool that she uses to tell you what she needs or wants. Sometimes, when a child does not know the appropriate way (such as words, sign language or pointing to pictures) to express her needs or wants she may use challenging behavior (such as hitting, screaming or spitting) to communicate. Challenging behavior gives children the ability to send a message in a fast and powerful way. Children will use challenging behavior to communicate until they learn new, more appropriate ways to express their wants and needs. To change the behavior, it is important for you to first discover what is causing the behavior. If you know why your child is choosing a behavior, you can then teach her to communicate her wants and needs in a new way that everyone feels good about. Children use challenging behavior to either:

- 1) get something, such as attention, a toy or a nap, or
 - 2) get out of doing something, such as going to bed, eating a new food or getting buckled in the car seat.
- The first step you must take to help your child learn a new behavior is to determine if she wants something or wants to avoid doing something.

Try This at Home

- **Observe.** Pay careful attention to what is happening when your child displays challenging behavior. Keep a chart to see repeated patterns in behavior. What happens before the behavior starts? What happens after?
- **Track.** Keep track of when the behavior occurs. Do you always see the behaviors just before nap time? Perhaps your child is tired and you can change your routine to include errands in the morning and quiet, at-home activities before nap time.
- **List.** Brainstorm ideas about what your child is trying to get, or avoid doing, by using challenging behavior. The more you watch your child, the more you will be able to narrow your list down to a few possible reasons why the behavior is occurring.
- **Teach.** Once you have an understanding of why your child chooses to use a challenging behavior, you can teach him a new way to behave in that situation. Pick a time outside of the situation when you can:

Alyson Iron, Brooke Stragle & Jill Giacomo

Role play: Use puppets, trains, dolls or other toys to act out the new skill with your child. For example, you can make the doll say, "I really want to play outside. I want to open the door and run, but Mommy says I need to wait for her. I want to scream. I will say 'Hurry up Mommy, I am ready to play!'"

Read books: Children often tell you how they are feeling when they are trying to guess how others are feeling. Ask your child questions about a character in a book as a way to start to talk about your child's own behavior. For example, "That little girl doesn't want to go to bed. I wonder why?"

Talk about the situation ahead of time: Sometimes, children simply want to know about what is planned ahead of time or to be included in the planning. Parent schedules are busy and you often need to get things done quickly. However, quick transitions can feel overwhelming to young children. If you take a few minutes to include your child in the plan, you will likely see a dramatic decrease in challenging behavior. For example, you could say, "We are going to get in the car and go to the store when you finish this puzzle. Would you like to pick a special toy to bring with you to the grocery store?"

Practice at School

Teachers are detectives too! When a child uses challenging behavior at school, teachers watch to see what caused the behavior and then teach the child a new way to communicate. For example, Ethan is playing with cars alone when Jacob tries to grab a car from him. Ethan hits Jacob and grabs his toy back. Jacob cries. Ethan was frustrated that a friend was taking a toy from him before he was done and used hitting as a way to tell Jacob that he wanted his toy back. The teacher might say to Ethan, "You looked frustrated when Jacob took your toy. Next time, you can use your words and tell him 'I'm busy, I'm still using this toy.'" Teachers can also use puppets to reinforce the skill of saying "I'm busy" during circle time or during other activities throughout the day.

The Bottom Line

It can be fun and rewarding to figure out what your child is thinking and why! The more familiar you are with how your child reacts to everyday situations, the easier it is for you to teach him appropriate ways to deal with challenges like frustration, stress and fatigue. Children who learn how to manage these situations feel more confident and are less likely to use challenging behavior to communicate their needs.



www.challengingbehavior.org
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Zero To Three Resources



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- Challenging Behavior
- Early Childhood Mental Health
- Early Development
- From Baby to Big Kid
- Health & Nutrition
- Mental Health Screening & Assessment
- Promoting Social Emotional Development
- Play
- Sleep
- Temperament & Behavior

SUPPORT US

Challenging Behaviors Tips and Tools

[Home](#) > [Behavior & Development](#) > [Challenging Behavior](#)

Toddlers and Challenging Behavior: Why They Do It and How to Respond - Explores the developmental foundation underneath many challenging behaviors and how parents and caregivers can set age-appropriate limits. [Read More](#)

Aggressive Behavior in Toddlers - Learn why toddlers can be aggressive at times, and how best to respond. [Read More](#)

Aggressive Behavior: One Page Handout - Download this one-page (front/back) resource on aggression in the first three years and strategies for responding. [Read More](#)

Why Do Toddlers Bite? Finding the Right Response - Explores the many possible reasons for biting and identifies a range of strategies for addressing this behavior. [Read More](#)

Helping Young Children Channel Their Aggression - Zero to Three journal article providing tips on helping toddlers cope with their strong feelings. [Read More](#)

When a Child is Inconsolable: Stay Near - Essay from the Zero to Three Journal exploring how, when a child is upset, "all" a caring adult can do is be there—and that is plenty. [Read More](#)

FIND IT FAST

Select a Key Topic

RELATED INFORMATION

When my 2-year-old gets really angry and has a tantrum, she bumps her head against the wall. [Read More](#)

My three-year-old son has started to play with his penis. How should I handle this? [Read More](#)

Sometimes, when I try to explain to my 35-month-old the reason why we have certain rules she seems to understand and accept it, while other times she has a

Resources for Families

- Supporting Your Child's Relationship Building Skills.
- Supporting Your Child's Confidence.
- Supporting Your Child's Communication Skills.
- Love, Learning, and routines Teaching Your Child Discipline and Self Control.
- Toddlers and Challenging Behavior: Why They Do It and How to Respond.

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- > Resilience And Social And Emotional Health
- > Tips And Strategies That Promote Resilience
- > Activities To Do With Your Preschooler
- > Useful Weblinks

Activities To Do With Your Preschooler

Promoting Protective Factors with Your Child – Selected from [Promoting Resilience For Now & Forever \(Preschool Edition\)](#)

- [PDF of All Preschool Activities](#)
- [Attachment-Relationships](#)
- [Self-Regulation](#)
- [Initiative](#)

Devereux Resources

Questionnaires:

- Getting to Know Each Child
- Discussion Questions
- Family Questionnaire

Head Start Resources



HEAD START

An Office of the Administration for Children and Families
* Early Childhood Learning & Knowledge Center (ECLKC)

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T/TA System

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Health

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Father Engagement

Strengthening Outcomes

For Families

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Print

Tell Me a Story Book Guides

When Sophie Gets Angry— Really, Really Angry...



BY HOLLY BANG

Share developmentally appropriate books with children to help them learn to define and communicate difficult emotions. Use the Tell Me a Story Book Guides to find strategies for sharing books in classrooms and in other early care and education settings. Each Book Guide includes helpful tips for program staff and families, suggested questions to spark thoughtful discussions with children, and follow-up activities.

- [Introduction to the Book Guides](#) [PDF, 128KB]
- [Book Guide: When Sophie Gets Angry – Really, Really Angry...](#) [PDF, 130KB]
- [Book Guide: Jamaica Tag-Along](#) [PDF, 149KB]
- [Book Guide: When My Mom is Sad](#) [PDF, 138KB]
- [Download the book here](#) [PDF, 2.5MB]

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Parent Training Modules for Early Intervention

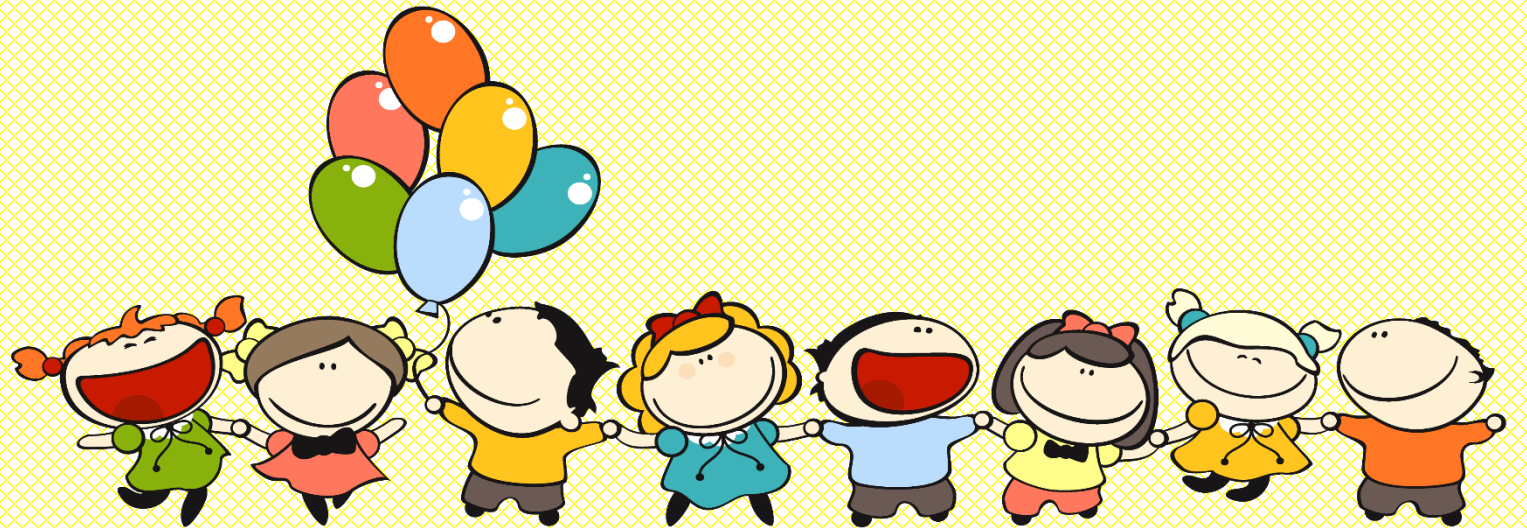
- Teaching Your Child to identify and express emotions
- Make the most of playtime
- Teaching your child about feelings
- Teaching your child to become independent with daily routines
- Teaching your child to be cooperative with requests
- Responding to your child's bite
- Understanding your child's behavior: Reading your child's cues from 0 to age 2
- Tips on nurturing your child's development
- Supporting your child's relationships building skills
- Supporting your child's confidence
- Supporting your child's communication skills
- Parenting Styles for a Persistent Child
- Creating Routines for Love and Learning
- Tips on temperament
- Help Your Child Develop Self Control
- Building Healthy Sleep Habits for Children
- Helping young children channel their aggression
- Toddlers and challenging behavior: why they do it and how to respond
- Tips on Helping Your Child Learn to Cooperate

Family Teaching Matrix		SETTING						
		At home	Morning Routine	Homework	Meal Times	In Car	Play	Bedtime
Expectations	Respect Ourselves							
	Respect Others							
	Respect Property							

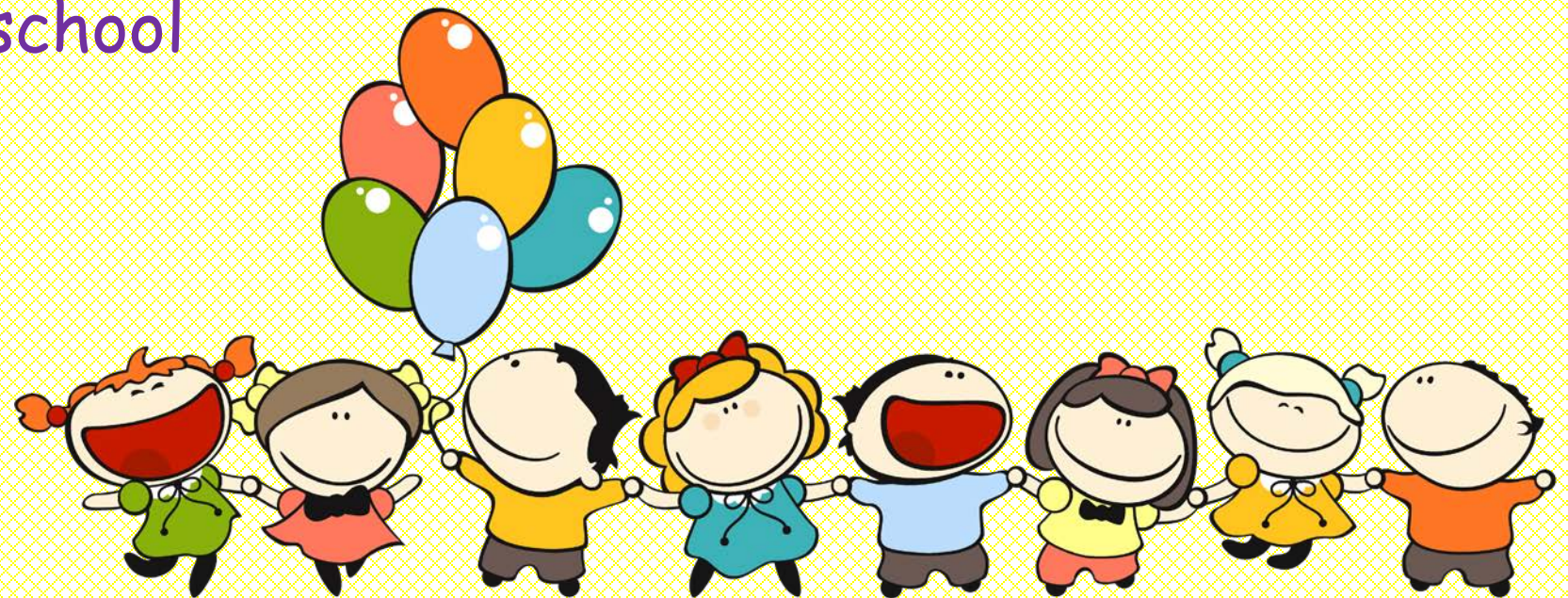
Behavior Expectations Matrix for Home Settings

Things to Remember....

- All families have strengths.
- Establish a relationship with all parents, not just the "easy" ones.
- All parents have the need to belong and feel ownership in their child's school.
- Never give up on a child or family.
- Remember that parents are the expert on their children.



- Parents should be treated as collaborators in the educational process.
- Levels of parent participation vary and are influenced by a complex variety of factors.
- Be sensitive to families' differences. Accommodate parents by beginning where they are, not where you think they should or could be.
- Promote the child's school success, don't try to "fix the family."



Contact Information

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