Staff and Supervisors
Working with Families:
Teaming Together on Goal-Setting

Training Objectives

At the end of this session, participants will be able to:
• Differentiate engaging families at the programmatic planning level and goal-setting beside individual families.
• Put into practice the Seven Steps in partnering and goal-setting with families.
• Locate at least one existing resource that supports goal-setting beside families.

Begin with the end in mind
RELATIONSHIP-based

Positive & Goal-Oriented Relationships

Head Start Parent and Family Engagement Outcomes

1. FAMILY WELL-BEING
   - Parents and children are safe, healthy, and have access to health care.

2. PROGRESS IN LEARNING
   - Parents and children are learning in a stimulating environment.

3. SUPPORTIVE FAMILY RELATIONSHIPS
   - Parents and children are learning in a supportive environment.

4. FAMILIES AS LEARNING PARTNERS
   - Parents and children are learning in a supportive environment.

5. FAMILY ENGAGEMENT IN TRANSITIONS
   - Parents and children are learning in a supportive environment.

6. FAMILY SUPPORTIVE COMMUNITY
   - Parents and children are learning in a supportive environment.

7. FAMILY ENGAGEMENT IN DECISION-MAKING
   - Parents and children are learning in a supportive environment.

RELATIONSHIP-based

Positive & Goal-Oriented Relationships

Continuous Improvement

Program Leadership

Program Environment

Family Partnerships

Teaching and Learning

Community Partnerships

Family Well-Being

Positive Parent-Child Relationships

Families as Learning Partners

Families in Reference Groups

Family Engagement in Transitions

Family Connections to Parent and Community

Family Engagement in Decision-Making
IN VolvemenT

ENGAGEMENT

WHAT IS ENGAGEMENT?
Building ongoing, lasting, goal-directed relationships for the purpose of achieving a collective vision.
Ingredients for Engagement Success

- Building goal-directed relationships with families
- A set of beliefs, attitudes, behaviors & activities
- A shared responsibility
- Crossing contexts - at home, in the early childhood program, school & community

1-WAY AND 2-WAY INTERACTIONS

Parent Involvement

Family Engagement

WHAT ARE THE BARRIERS?
BARRIERS ARE DIFFERENT

Barrier Examples: involvement

- Transportation
- Child care
- Work obligations
- Scheduling conflicts
- Bad weather

EXPECTATIONS can also be different...

What do staff expect from families? What do families expect of staff?

OPPORTUNITIES FOR REPAIR
WAYS TO SUPPORT ENGAGEMENT

Attitudes   Practices

A Frame of Mind Towards Someone
Strengths-Based Attitudes: Families...

Relationship-Based Practices for Family Engagement

1. Describe observations of the child’s behavior to open communication with the family
2. Reflect on the family’s perspective
3. Support parental competence
4. Focus on the family-child relationship
5. Value a family’s passion
6. Reflect on your own perspective
Individual Reflections...

Remember a time when you were sharing your hope, your dream with someone: what made you feel you could share your goal with that person?

Goal Setting Phases

PHASES 1-3

Meeting: Startled

Meeting the following questions in opposition or meeting with your staff partner or think about the questions together.

Meeting the following questions in your life or with a mentor or in a meeting with your family partner.
Reflecting on the Phases 1-3

**Healthy meals on a budget (S&N Assessment)**

**Smoking cessation (S&N Assessment)**

**Child has an allergy (intake pocket)**

**Mom wants to lose weight (S&N Assessment)**

**Lose weight**

**Eat healthy meals**

**Stop smoking**
Reflecting on the Phases 1-3

Comparing the data obtained from Recruitment, Assessment and Communications with the families.
Prioritizing what matters most for the family and focusing on what the family wants to partner and accomplish with you.

Seven “S’s”
Skills describe the capability you and the family have to do something well.
Strengths describe the strong attributes - the assets - you have to be able to defray strain or stress.

Seven “S’s”

Stressors describe the things that cause you stress and make you worried or anxious.

Support defines the help, the assistance needed to achieve the goal.
Seven “S’s”

- Set a goal
- Identify Skills
- Assess Strengths
- Examine Stressors
- Determine Support
- Explore Strategies

Strategies are the methods chosen to achieve the goal.

Phase 4: Goal Setting with Families

Seven “S’s”

- Set a goal
- Identify Skills
- Assess Strengths
- Examine Stressors
- Determine Support
- Explore Strategies
- Measure and Celebrate Successes

Success is defined as the achievement of something desired.
1. Seven “S’s”

2. Seven “S’s”

3. Seven “S’s”
Seven “S’s”

3. Assess

What strengths do I have as a person that will guide me while I support this family?

Are there other qualities I have that could enhance the assistance I need to provide?

4. Examine

What are some of the challenges that I face?

How can I cope with the stress caused by my situation and still reach my goals?

What worries me about this situation?

Why am I overwhelmed? How will I overcome this complexity?
Seven “S’s”

5. 

- **Defining Support**
  - What kind of resources do I need to achieve my goal?
  - Who are the people in my family and my immediate circle that I can count on to help me meet my goal?
  - Are there any other sources of assistance I may have overlooked?

7. 

- **Describing Support**
  - Where can I get the most appropriate help with this issue?
  - Who is the most appropriate person or agency to support me, and this family?

6. 

- **Examining Support**
  - What are ways I can reach my goal?
  - How can I go from where I am now to where I want to be/will be?
Follow the Steps

1. Choose a note taker or recorder.

2. Read the example that aligned with your assigned step (e.g., Step 1’s is on page 11 in the Goal Setting Guide.)

3. Then, answer the sample questions posed within your assigned step in the Worksheet on pages 22–24.

4. Feel free to explore other steps as you are...
The final phases...

GOAL SETTING PHASES

Phase 1: Recruitment and Enrolment
Phase 2: Family and Child Assessment
Phase 3: Communication with Families
Phase 4: Goal-Setting with Families
Phase 5: Follow-Up and Review
Phase 6: Continuous Program Improvement

The final phases...

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Family Partner</th>
<th>Staff Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up and Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do I feel about my progress?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What successes can I celebrate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there parts of our goals or objectives where I would like additional support?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have any of my promises or goals changed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What have you learned about the family from this process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What have you learned about the family through this process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there ways you can offer for the family to continue working toward the goal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there ways you can offer for the family to continue working toward the goal?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Planning and Goal Setting Beside Families

What is the difference between individual family-level goals and program-level goals?

Program Goals Related to Family Outcomes
Terms and Definitions

- **Goals**: Broad, inspirational statements that describe what you seek to accomplish; targets to be reached.
- **Objectives**: Subparts of goals that are specific, measurable, attainable, realistic and timely (SMART).
- **Expected Outcomes**: Something that you expect to happen as a result of an activity or process.

3 Ways to Honor Families in Goals & Objectives

1. Programs could create program goals related to Family Outcomes
2. Programs could outline objectives related to family outcomes that support other program goals
3. Programs could create family objectives that support school readiness goals

Individual Family Goals Based on Strengths, Needs, & Aspirations
Definition of Engagement in the Framework

Building ongoing, lasting, goal-directed relationships for the purpose of applying a collective vision.

Something else to consider...

- Reflective Supervision
- Professional Development
- Engaging Other Staff and Community Partners

Additional resources...
In conclusion...

The “Seven Step Process” is a dynamic way for staff to engage the family as you goal setting together. It is designed to facilitate a genuine exchange of ideas, hopes, expectations, strengths and resources.

“When you work hand-in-hand with families to build trusting relationships, you help families support their children to reach their fullest potential.”

- NCPFCE “Markers of Progress

You’ll get mixed up, of course, as you already know. You’ll get mixed up with many strange birds as you go.
So be sure when you step. Step with great tact and remember that Life’s a Great Balancing Act.
Just never forget to be dexterous and deft. And never mix up your right foot with your left.

- Dr. Seuss, Oh the Places You’ll Go
Ah-ha Moments

Thank You!

- Renetta Goeson, M.Ed., Aziele Jenson, M.Ed.
- Early Childhood Specialists, Region XI AIAN T/TA
- ICF International
- Aziele.Jenson@icf.com, 435-512-9384
- Renetta.Goeson@icf.com, 605-237-1742