



# Relationship-Based Competencies (RBCs)

National Indian Head Start Directors Association (NIHSDA)



NATIONAL CENTER ON

Parent, Family and Community Engagement

# Welcome and Introductions



# How Familiar Are You with the RBCs?

- ☐ “I know them, love them, live them”
- ☐ I have a general understanding, but don’t reference them regularly
- ☐ I’m familiar with them, but I need to better absorb their contents
- ☐ What is an Relationship Based Competency?



# Objectives

- Introduce the Relationship-Based Competencies (RBCs) to Support Family Engagement
- Explore the use the RBCs as professional development tools
- Become familiar with a particular competency and how it relates to your professional development journey

# Activity: Self-Reflecting

- Take a paper plate and a marker from the center of your table.
- Write the word “RELATIONSHIP” on the front of your plate.
- On that same side: Surround “RELATIONSHIP” with several words, symbols, or images that come to your mind.
- On the reverse side: Write several behaviors you need to build and sustain RELATIONSHIPS.
- Share with others at your table.



# Share Key Points from Your Table



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# Exploring the Relationship-Based Competencies (RBCs)

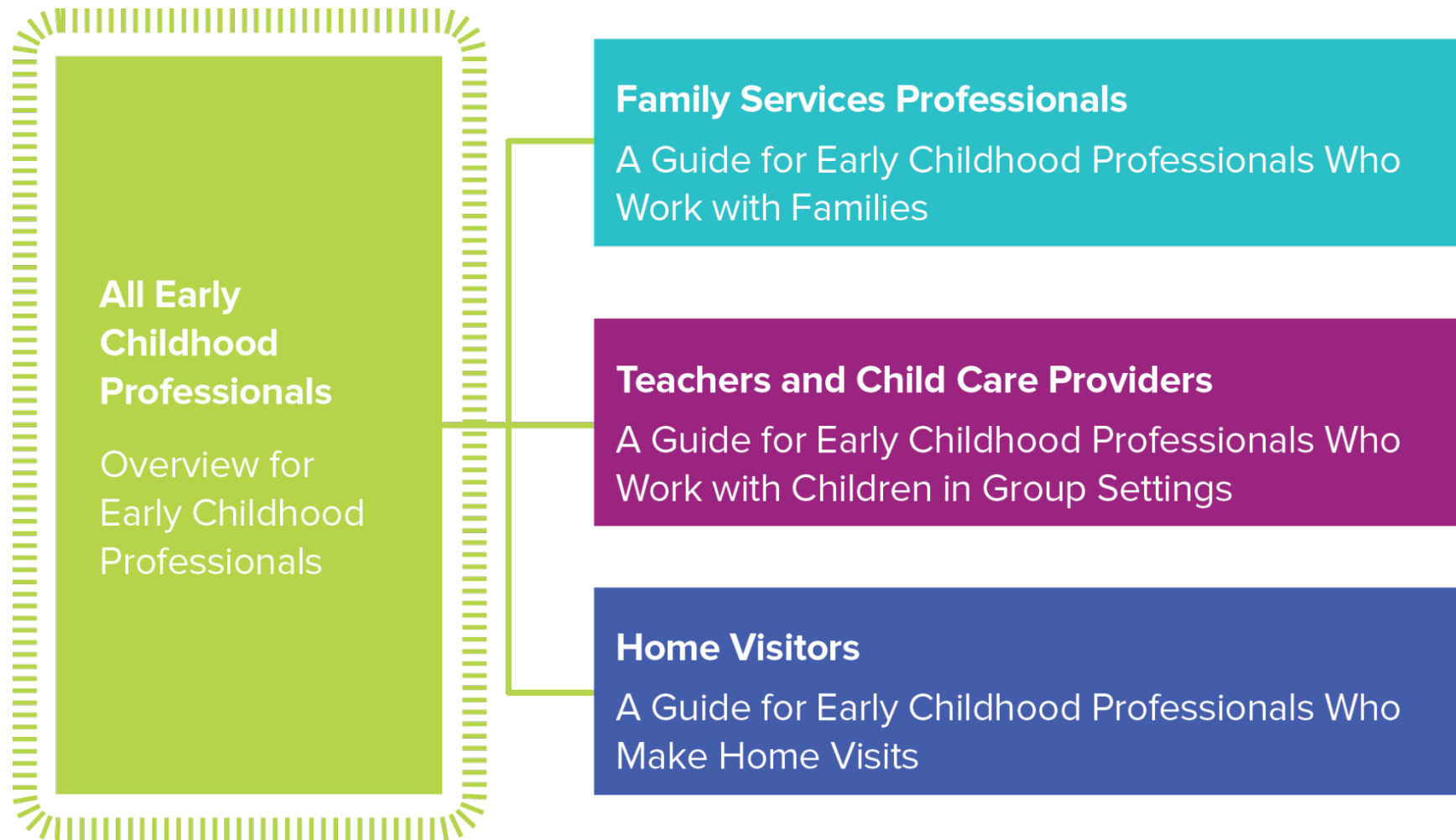
# Definition: Relationship-Based Competency

A set of knowledge, skills, individual practices, and other characteristics, including attributes, behaviors, and actions, that are necessary to be effective in one's family engagement work.





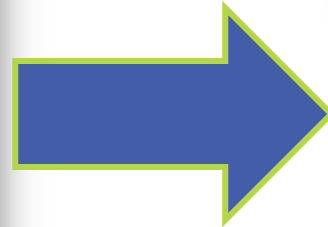
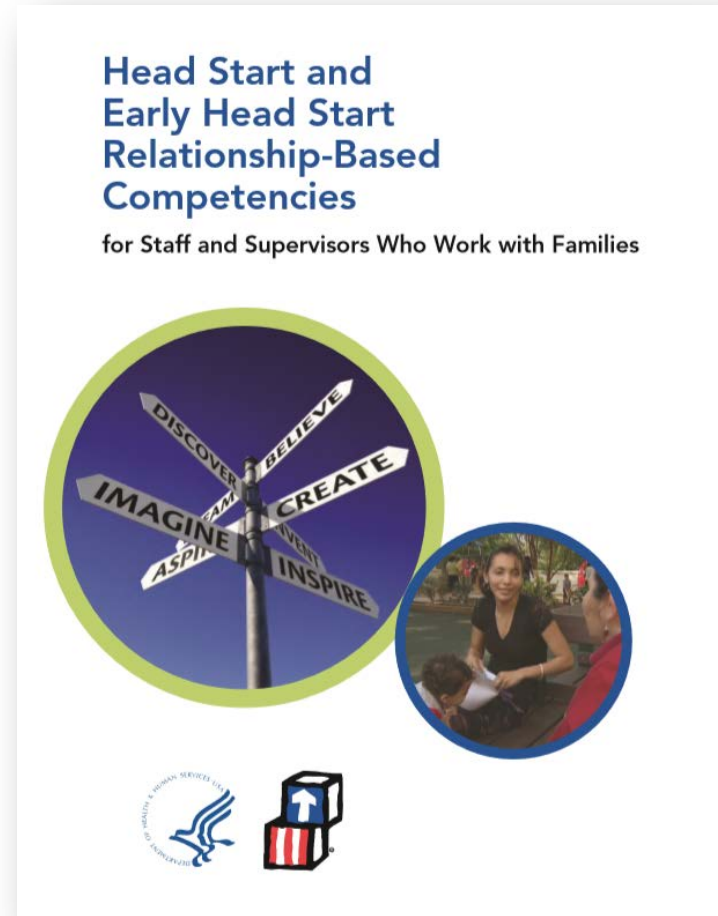
# New and Updated RBCs



# What Are the RBCs?



# History of the RBCs



# Activity: Using the RBCs

- Turn to Pages 5-7 in the Overview Booklet (Lime Green).
- On pages 5 and 6 briefly read through the RBCs (first column).
- On page 7 review the suggestions for use of the RBCs and identify which one resonates with you the most and why.
- Are there other ways you might consider using the RBCs in your program? What are they?
- Prepare to share with large group.



# Exploring the Relationship-Based Competencies (RBCs)

# Building Capacity



Individual  
Practices

Skills



Knowledge

# “KEY” Terminology

- **Knowledge** is what professionals need to know
- +
- **Skills** are what professionals need to be able to do
- +
- **Practices** include key examples of what they actually do

=

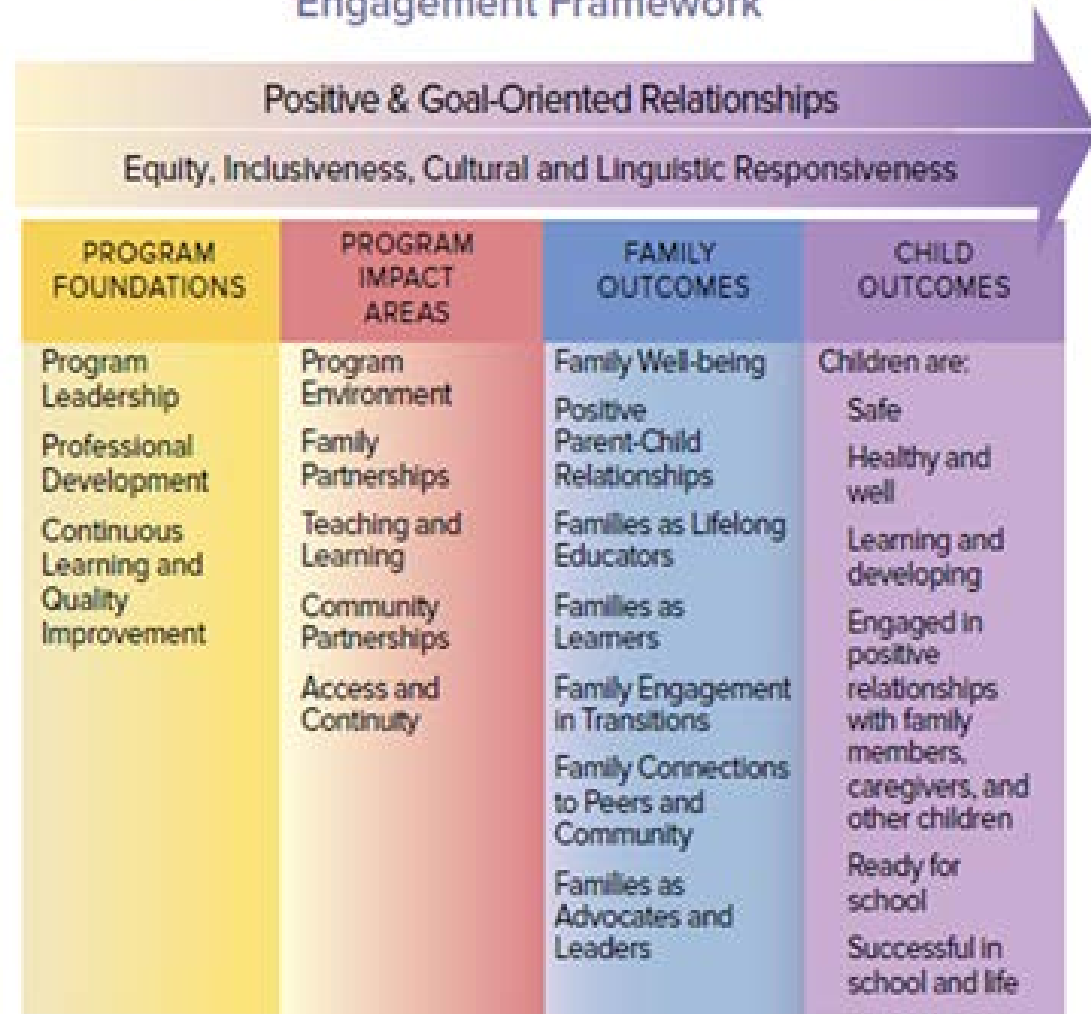
**Professional Practice** is a combination of knowledge, skills, and individual practices that are measurable or observable, and describe what a person needs to know and how to do the work successfully.





# Foundation of the RBCs:

## Head Start Parent, Family, and Community Engagement Framework





# Unpacking the RBCs

## 1. Positive Goal-Oriented Relationships.

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes.

## 2. Self-Aware and Culturally Responsive Relationships.

Respects and responds to the cultures, languages, values and family structures of each family.

## 3. Family Well-Being and Families as Learners.

Supports families' reflections on and planning for their safety, health, education, well-being, and life goals.

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT		
COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes	<ul style="list-style-type: none"><li>• Understands the importance of working together with parents by sharing planning and decision-making to support child learning and development and family well-being</li><li>• Helps families feel comfortable, safe, and respected by building trusting relationships over time</li><li>• Shows respect for each family's cultures, values, and life situations</li></ul>
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family	<ul style="list-style-type: none"><li>• Understands that each family has unique strengths and resilience</li><li>• Reflects on one's own beliefs, values, experiences, ethics, and biases to enhance self-awareness</li><li>• Engages in relationships that are responsive to others' cultures, languages, and values</li></ul>
3. Family Well-Being and Families as Learners	Supports families' reflections on and planning for their safety, health, education, well-being, and life goals	<ul style="list-style-type: none"><li>• Knows how to recognize family resilience, strengths and resources, unique gifts and talents, and what families already do to maintain family well-being and cope with challenges</li><li>• Knows what steps to take and who to talk with if family or child safety may be threatened</li><li>• Works with families to identify opportunities for education, training, and employment to increase family economic mobility</li></ul>

# Taking a Closer Look at Selected Examples

## RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT

COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family	<p><b>K</b> Understands that each family has unique strengths and resilience</p> <p><b>S</b> Reflects on one's own beliefs, values, experiences, ethics, and biases to enhance self-awareness</p> <p><b>P</b> Engages in relationships that are responsive to others' cultures, languages, and values</p>

K = Knowledge

S = Skills

P = Practice

# Unpacking the RBCs

**4. Parent-Child Relationships and Families as Lifelong Educators.** Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educator of their children.

**5. Family Connections to Peers and Community.** Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges.

**6. Family Access to Community Resources.** Supports families' use of community resources to make progress toward positive child and family outcomes.

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT, cont.		
COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
4. Parent-Child Relationships and Families as Lifelong Educators	Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children	<ul style="list-style-type: none"><li>• Understands that children's early relationships and experiences in their families form the foundation for development and learning</li><li>• Understands the value of focusing on family strengths—what families already do to build strong parent-child relationships and support each family member's development and learning</li><li>• Observes and recognizes positive parenting interactions, and describes to parents how the interactions support child development</li></ul>
5. Family Connections to Peers and Community	Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges	<ul style="list-style-type: none"><li>• Connects families with resources and events available in the community (for example, recreational facilities, libraries, museums, parks and other outdoor activity resources, and civic organizations)</li><li>• Encourages families to identify, develop, and use informal and formal social support networks (for example, family-led organizations, family support networks, neighborhood groups, faith/spiritual communities, and civic organizations)</li><li>• Facilitates parent-to-parent interactions in the program through formal and informal means</li></ul>
6. Family Access to Community Resources	Supports families' use of community resources to make progress toward positive child and family outcomes	<ul style="list-style-type: none"><li>• Understands that families and family networks are important forms of community social support</li><li>• Is knowledgeable about resources available to families in the community</li><li>• Works with families to identify what services might benefit them in reaching their goals</li></ul>

# Unpacking the RBCs

**7. Leadership and Advocacy.** Works alongside partners to build on their strengths as advocates for their families and as leaders in the program and the community.

**8. Coordinated, Integrated, and Comprehensive Services.** Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community and system.

7. Leadership and Advocacy	Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community	<ul style="list-style-type: none"><li>• Works with families to plan ways to advocate for their child and family in other early childhood and family services settings</li><li>• Includes families in decision-making and in planning, implementing, and evaluating change at the program level</li><li>• Encourages parents to engage one another to advance policy change in the program and community</li></ul>
8. Coordinated, Integrated, and Comprehensive Services	Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system	<ul style="list-style-type: none"><li>• Obtains permission from families before sharing confidential information with other service professionals, and respects families' wishes if they choose not to share information</li><li>• Understands the importance of coordinating with other professionals on health, social, and educational services for children's learning and development and for families' well-being</li><li>• Works respectfully with families to access health, social, and educational services for supporting children's ongoing learning and development and family well-being</li></ul>

# Example of Knowledge, Skills, and Practices for Supervisors of Family Services Professionals

## Competency #7: Leadership and Advocacy

- **Knowledge:** Understands how professionals can support parent leadership and advocacy in the program and the community
- **Skills:** Offers skills-based training for family services professionals in engaging and supporting families to be leaders and advocates in the program and community
- **Supervisory Practices:** Builds opportunity for parent input, advocacy, and leadership into all aspects of the program
- **Leadership Practices:** Enacts policies and processes that engage families in planning, implementing, and evaluating change at the program level as part of program decision-making and governance

# Unpacking the RBCs

**9. Data-Driven Services and Continuous Improvement.** Encourages families to share information that can help improve programs and services; and reflects with families about how to improve services, given available data about children, families programs and communities.

**10. Professional Growth.** Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement.

9. Data-Driven Services and Continuous Improvement	Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities	<ul style="list-style-type: none"><li>• Asks families about what they know and what information they feel is important to share about their children</li><li>• Engages families as active participants in gathering and interpreting data to enhance and individualize services (for example, through surveys, observation, or other information from families)</li><li>• Uses information about family well-being and child development to help individualize services, decision-making, and practices</li></ul>
10. Professional Growth	Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement	<ul style="list-style-type: none"><li>• Engages in ongoing self-reflection to gain new insights that enhance work with children and families</li><li>• Develops self-care habits for one's own well-being and to be better able to build responsive relationships with others</li><li>• Creates and follows through on individual professional development plans to further deepen competencies to support family engagement effectively</li></ul>

# Other Uses of the RBCs

- Assess individual practice of staff
- Assess individual practice of supervisors
- Assess leadership practices
- Offer guidance for regions, states, and networks in setting standards of practice
- Serve as measures of progress for 5 year project period program goals
- Inform Quality Improvement and Rating Systems (QRIS)
- In connection with your coaching approach to professional development



# Thoughts or Questions?





# Activity: Alecia and Joseph

- Read Alecia and Joseph's story.
- Turn to Competency # 1: Positive Goal-Oriented Relationships.
  - At your table, review the Practices together and see where you think Joseph fits for each.
- Be prepared to share with the whole group.



# Practice-Based Coaching



# PBC to support Family Service Professionals RBCs




- 1) Look at the Competency #2: Self-Aware and Culturally Responsive Relationships.
- 2) Using the Family Service Professional Assessment on your table, find the “practices” section connected to Competency #2.
- 3) Determine which practice you would like to encourage growth for your family service staff in their professional development journey.
- 4) Determine how and where the practice would be observable.

# Building Capacity



Individual  
Practices

Skills



Knowledge

# #9 Data-driven Services and Continuous Improvement

Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities.

- Review the “Knowledge” portion of the Assessment.
  - Rate yourself on each item.
- Where would you like to focus your professional development efforts?



# Key Terms Related to Professional Development

- **Coaching.** A form of professional development in which an individual with knowledge and experience in the skill being coached enters into a partnership with a professional. The coaching professional observes the professional's work, encourages reflection, offers feedback, and supports goal-setting to help the professional master and implement effective practices.
- **Organizational culture.** The shared assumptions, beliefs, values, and goals that guide staff interactions and the functioning of an organization.
- **Parallel process.** The process that occurs when an individual's behaviors and practices are similar to the behaviors, practices, or interactions of others working in parallel. It is also the process that occurs when similar practices are mirrored in different parts of an organization, community, or system.
- **Professional boundaries.** The limits of professional responsibility and role. The RBCs encourage positive relationships with families. Boundaries identify the lines to be respected and not to be crossed in interactions with others. Early childhood professionals carefully consider the difference between personal and professional relationships and turn to supervisors for guidance and support in assessing their relationships with families. Ethical guidelines about relationship boundaries are offered by various early childhood education, home visiting, and family services organizations.
- **Reflective practice.** Taking time to think about what has happened, what is happening, and what should happen next. Reflection informs our professional practice and improves our ability to communicate with children and families, colleagues, and professionals more effectively.
- **Reflective supervision.** A collaborative relationship to support professional growth. Supervisors facilitate reflection by the professionals by offering time for dialogue about performance and by asking them to evaluate themselves. The process of reflective supervision helps identify professionals' strengths and challenges, and it addresses their needs for training or support.

# RBCs Assessments

- Individualized for each role (Family Service Professional, Teacher and Child Care Professional, and Home Visitor)
- Accompanied by a corresponding Supervisor's Assessment
- Linked to Professional Development, Reflective Supervision and Coaching
  - Individual
  - Program



# Assessments for Family Workers and their Supervisors

## Relationship-Based Competencies to Support Family Engagement

Overview for Early Childhood Professionals



## Relationship-Based Competencies to Support Family Engagement

A Guide for Early Childhood Professionals  
Who Work with Families



## Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

### OVERVIEW

Looking for ways to use the RBCs and enhance your professional practice? Use this tool to assess your progress in each competency and to identify areas for professional growth. The professional development assessment tool for family services professionals will support your family engagement efforts and enhance your professional knowledge, skills, and practices.



### 1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

Knowledge, Skills, and Practices for Family Services Professionals

	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Understands effective relationship-building practices with parents, families, children, and professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the importance of cultures and languages when working with all children, families, and professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the specific competencies, goals, and processes for family services professionals working with families in early childhood settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for SUPERVISORS of Family Services Professionals

### OVERVIEW

Looking for ways to use the RBCs and enhance your professional practice? Use this tool to assess your progress in each competency and to identify areas for professional growth. The professional development assessment tool for supervisors of family services professionals will support your family engagement efforts and enhance your professional knowledge, skills, and practices.



### 1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

Knowledge, Skills, and Practices for Supervisors	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Understands effective relationship-building practices with parents, families, children, and professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the importance of cultures and languages when working with all children, families, and professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the specific competencies, goals, and processes for family services professionals working with families in early childhood settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



# Table Talk

- How many of you use the RBCs within a coaching model for Family Workers?
- If you do, how?
- If not, what might you consider based on the information you've gathered today?

# Report Out



# Questions or Reactions?



# Wrap up



# Evaluation







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