Welcome!
“Goal Setting Beside Families”

NIHSDA
June 11, 2014

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Program Manager,
Training and Technical Assistance
Introductions
**Evaluation**

**Instructions**

- Please fill out the box in the upper right hand corner of your *Presentation Survey* with the information located to the left

**Event Name:**
NIHSDA

**Date:**
June 11, 2014

**Presenters:**
Guylaine L. Richard

**Presentation Goal Setting**
Session Objectives

- Explore the concept of Involvement to Engagement within the OHS PFCE Framework and how it supports partnering and goal setting besides families.
- Demonstrate how the Family Partnership Agreement is a key element of the framework
- Allow participants to experience an interactive session around the goal setting besides families
- Integrate relationship-rooted strategies into the Family Partnership Agreement
Your Participation is Key
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Involvement
Engagement
One Way and Two Way Interactions

Parent Involvement

- A one way behavior: parents come to the center
- Or parents let the home visitor in

Family Engagement

- A two way interaction: parents and staff come toward each other
- Parents and staff are both changed, both change each other through this interaction
Parent Involvement and Family Engagement

What are the barriers?
Barriers to Involvement and Engagement are Different

Examples of Barriers to Involvement

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

Examples of Barriers to Engagement

- Fear
- Suspicion
- Distrust
- Pride
- Cultural uniqueness
- Feelings of being unwelcome, disrespected, or at risk of being overpowered
- Power imbalance
- Misunderstandings
- Beliefs about parent and teacher roles
Engagement is a Relational Process
When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

**Program Foundations**

- Program Leadership
- Continuous Program Improvement
- Professional Development

**Program Impact Areas**

- Program Environment
- Teaching and Learning
- Community Partnerships

**Family Engagement Outcomes**

- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

Children are ready for school and sustain development and learning gains through third grade.
What are Positive, Goal-Oriented Relationships?

Engaging in mutually respectful, goal-oriented partnerships with families to promote both child and family outcomes.
Recognizing what we bring to the Interaction

We ALL bring…

- Beliefs & values
- Experiences
- Emotions
- Expectations
- Reactions
- Judgments
- Intentions

…to our work with and on behalf of families.
Families work with staff to identify and achieve their goals and aspirations.
Why is this important... because

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

- Markers of Progress
Elements of successful partnerships

- Trust
- Collaboration/Teamwork
- Commitment
- Consistency
- Outcome oriented
Some Key Systems to support Goal Setting

- Assess
- Communicate
- Plan
- Implement
- Track and Monitor
- Evaluate progress
- .......?
Listening Exercise (Optional)
Family Data Profile Template

- Purpose
- Four Components:
  - Stressor
  - Impact
  - Strengths/Resources
  - Strategies/Goals
Meet the Brown Family

• Listen to the story
• Take notes of facts you want to remember for further discussion within your group
• Identify stressors/challenges
• Identify strengths/opportunities
• Develop goals and strategies
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Ah-ha moments....
Evaluation and Wrap-up
Thank you!

Please contact us:

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www.ncpfce.org