**Guidance for Sharing Information with Families**

**Clink on the link to watch a parent/staff interaction –**

Be mindful that you are the professional and have the skills to teach this child a better way. The family is there as a resource and always remember, “When you know better you do better.”

~Maya Angelou

This is a reference of how to plan conversations with families throughout the year. Also use this as steps when talking with families about;

* Developmental Concerns for example results of ESIR
* BMI results
* IEP
* Challenging situations
* Attendance

*Build relationships with child and family. Be respectful and only talk about positive things the child is doing at school in front of the child and at the end of the day.*

1. Knowing the appropriate time to communicate with family. Set up a time when you can give your full attention.
2. Talk with Coach 1st to come up with a plan.
3. Talk with staff
   1. Let staff know a meeting has been scheduled.
   2. Reiterate our job in the classroom is to be detectives. As a team brainstorm what might be happening in and around the child’s environment impacting behavior. The goal is to set the child up for success. Support and strengthen what the child is in need of.
      1. Stressors = Reduce them
      2. Unmet needs = Meet them
      3. Skills deficit = Teach them
   3. Does the staff have any positive individualized observations or stories they would like to share?
4. Take time 30-45 minutes to think about what you will say, what is the purpose of your conversation? Items you might need ready to share;
   1. Observations based from your CC GOLD documentation?
   2. Strategies classroom staff implemented that are working.
   3. Strategies used at school that can be implemented at home.
   4. Share/offer extra resources or items they might need to make the strategies.
5. During the meeting with family
   1. Listen Be curious How can I help? Breathe
   2. Use the family’s input to guide a strength based conversation about the child in the classroom setting. As appropriate use individualized stories as a special way to connect with families. Building connections with family through positive communication will help create success for the child and the classroom.
   3. Families might not be familiar on how to help their child. Families might come in with little school readiness or family care knowledge. Staff are professionals that can provide resources, respect and offer a listening ear to families. Show families strategies, share resources, and invite them to visit the classroom to participate.
   4. Be prepared to give families one to two tools to help the children be successful. Examples, social story, visuals, visual routine and or objects.
   5. While with the family teach them how to use the tool.
   6. Schedule a time after the family meeting to debrief the outcome(s) with the staff.
6. Use the word practice when working with the family so the expectation is clear that in our classrooms we never expect a behavior we do not teach.

Conversation Starters – Place a picture of the child at the table.

* “You know your child best, I thought we could come together today to talk about how to help your child be successful at school”
* “What are you noticing your child is really liking about school?”
* “What can you share with us to understand your child better?”
* “Is there anything that you can think of that is bothering your child about school?”
* “I’ve noticed when children know the expectation they are more successful. I made this book for your child that shows our daily schedule. Research tells us that when a child has visuals, and practices the routines at school they can be more successful. Together read this book with your child 1-2 times per night so they become familiar with the routines at school to help with their success.

Ideas to Share with Families at End of Day

* Share verbally appropriate individualized strategies the staff use during the day.
* Say what you would like family to implement at home.
* Give tools for families to bring home.

|  |  |
| --- | --- |
| **Refrain from saying/doing** | **Instead try this** |
| Photographing or videotaping children for purposes other than for program activities. |  |
| “Cody couldn’t play in the art area today because he dumps everything off the shelf”. | “Cody played all of free choice at the art area, he must really love art.” |
| “Bre uses her running feet all day long!” | “Today Bre practiced walking to the sink. She was so successful when I walked beside her and noticed out loud, “You did it. You remembered to walk!” |
| “Your child hit today.” | We are practicing safe touches in the classroom. He/she went into the safe place and chose to do deep breathes before coming back to small group. |
| “Your child threw a block and it hit another kid!” | “Sally really likes to throw and we are teaching her to play catch outside. Do you have a ball at home? Because we have an extra one in the classroom Sally really likes to play with she can bring it home.” |
| “Mike bit three different children today.” | We gave Mike a chewy bracelet to use today. It helps keep his body moving in a positive way. I have bracelets or a necklace would you like to have one for home. |
| “He ran around the room swearing at the top of his lungs during large group.” | We are learning each other’s names at school. Here is a book we made at school called, Children, Children Who Do You See would you like copy to read at home together. |