CHAPTER 2:
Collaborating with Families

*The Whole Child:*
*Developmental Education for the Early Years*
Tenth Edition
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Introduction

• No matter how hard you work as a teacher to establish a good life for the child at school, the most important part of the child's environment lies outside of the school.
• The child's home and members of the family have more influence in his/her life.
• If we want to establish the best, total environment for the child then we must include his/her family.
Opening the Door to Good Communication

• Develop Positive Attitude Towards Families

1. How can teachers develop a positive attitude toward families?

• Avoid “Us Versus Them” Mentality

• Research Shows Parent Involvement:
  ○ Improves children’s academic performance and behavior at school.
  ○ Improves program quality and staff morale.
Understanding Families

• Family Diversity

2. Describe the traditional type of family.

3. What are the different types of families today?
Challenges to Working with Families

4. What are some of the challenges to working with families?

Suggestions for Establishing a Good Relationship with Families

Show Genuine Concern

5. Give some examples of showing genuine concern.

Develop Cultural Competence

6. Give some examples of developing cultural competence.
What If the Relationship is Not Good?

What to Do Before the Situation Arises

7. What are some self help skills that you can use to control your anger?

What to Do When That Button is Pushed

8. What are the 3 steps to use when dealing with an angry parent?
What If the Relationship is Not Good?

What to Do After the Complainer Departs

9. What are some techniques to help the teacher cope when they are angry with the parent?

The Return Engagement

10. How do you deal with the problem that you are having with the parent?
Maintaining Good Relationships: Keeping the Lines of Communication Open

• Teachers Should be Accessible
  ○ Approachable because they care about the children
  ○ Physically available when families are at school
  ○ Consistent informal contact
Counseling With Families

Message the Family
ex: Today Tanya rode the bicycles

Provide Information and Comfort
ex: 4 year old is saying bad words

Listen, Guide, and Work Together
ex: Tommy doesn't want to wear regular underwear he wants to still wear his pull-ups.

Be Patient With Families
Ex: telling a parent that their child hits.
Practical Pointers About Conducting a Conference

• Avoid Interruptions
• Beginning the Conference
• Stay as Relaxed as Possible
• Drawing the Conference to a Close
• What to Do After
• Remember That Information Shared by Parents is Confidential
• Limits to Guidance Work
Beyond the Conference: Further Strategies for Involving Families

• Six Types of Family Involvement
  1. Parenting
  2. Communicating
  3. Volunteering
  4. Learning at Home
  5. Decision-Making
  6. Collaborating with Community
Families in Crisis

11. What Constitutes a Crisis?

• They all involve change

• Some General Principles for Helping Families Deal with Crisis

A. Make Certain the Families Understand That It Is Better to Include Children in the Situation Than to Exclude Them

12. Why is it important to include children during a crisis?
Families in Crisis

B. Try Not to Overreact, No Matter What the Family Tells You

- Be a good example
- Provide information that can help the child
- Don't pity the child or parents

C. Do Not Violate the Privacy of the Family

- Be professional and keep detail to yourself even if other people know of the situation
- Don't talk about the situation to people outside the workplace or in a public place.

D. Offer Yourself as a Resource

- Be a good listener
- Sometimes families do not want help. Be respectful of that.
- Offer resources such as books or refer them to agencies, professionals such as therapists or doctors.
Child Abuse, Neglect, Sexual Molestation, and Emotional Mistreatment

Recognizing Child Abuse

- Teachers are mandated reporters
- Teachers do not have to prove or be sure that there is abuse
- Teachers just have to protect children from suspected abuse

What to Do When You Suspect Abuse

- Do not attack or accuse the parents
- Make notes and take pictures if possible- document what you have seen
- Report to the appropriate agency.
Child Abuse, Neglect, Sexual Molestation, and Emotional Mistreatment

How to Find Help

* LA County: Department of Children and Family Services (DCFS)

* To report child abuse in Los Angeles County, California, contact the Child Protection Hotline 24 hours a day, 7 days a week

  Toll-free within California, phone (800) 540-4000

  If calling from outside of California, phone (213) 639-4500

  TDD [Hearing Impaired] (800) 272-6699

Act Quickly

Abusers repeat their behaviors

If you hesitate or do not report at all you can be prosecuted for not reporting suspected child abuse.
Child Abuse, Neglect, Sexual Molestation, and Emotional Mistreatment

Helping the Family after making the Referral

Remember that parents need understanding and acceptance

They might have been treated the same way as children and are repeating the abuse

Helping the Child when the Family is in Treatment

Teachers need to be trustworthy and warm

Be steady and consistent

Help build that child's self esteem

Recommend them to a psychologist

Try hard to keep the child in that school