

**Thinking About Your  
Child, Family, and  
Community Course:  
Preparing Students to  
Support Each and Every  
Child and Family**



Welcome





Project **PIPELINES** -  
**P**reparing **I**ntervention **P**ersonnel as **E**arly  
**L**earning **N**avigators using **E**vidence-based  
**S**trategies

**Purpose** - to provide PD & support

- a)** to maximize the potential of young children with disabilities, including DLLs, &
- b)** provide support to families living in the diverse communities served

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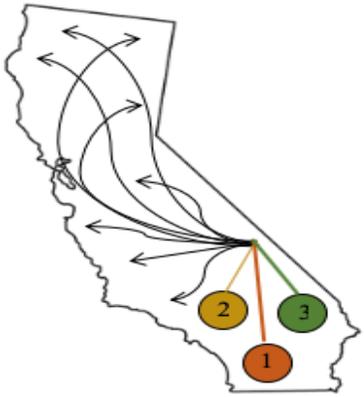
This session  
was made  
possible by  
great ideas  
from . . .

## The PIPELINES Team

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## PIPELINES Community College Partners

- Cuyamaca College, Miramar College, Palomar College



# Project PIPELINES & CCCECE

<https://education2.sdsu.edu/pipelines/resources>

**PIPELINES**

## 3 Webinar Series - #1

Date(s)	Topic	Presenter(s)
June 30, 2023 10:00 – 11:00	Thinking About Your Child, Family, and Community Course: Preparing Students to Support Each and Every Child and Family	Camille Catlett & the <b>PIPELINES</b> team

Where can I  
find the  
resources?

<https://drive.google.com/drive/folders/1PZANXGbpISPMDDaNRhAkXdip40G4gRZH>

# Agenda for Today

- Terminology and frameworks
- Tools to support your work
- New opportunities for assignments
- Next steps

Take away  
what works  
for you



*Evidence-based practice is a decision-making process that integrates the best available research evidence with family and professional wisdom and values.*



#33 | September 2006

## Evidence-Based Practice Empowers Early Childhood Professionals and Families

THE PHRASE “EVIDENCE-BASED PRACTICE” is becoming standard vocabulary in the early childhood field, yet there is no consensus on its definition. The authors of a new book, *Evidence-Based Practice in the Early Childhood Field*, propose a definition of the concept and discuss how it can help early educators, special educators, child care professionals, and others to transform the services provided to children and families. A companion article in the fall 2006 issue of *Young Exceptional Children* also outlines the foundation of this new movement.

### What is evidence-based practice?

Evidence-based practice means something different to practitioners, families, researchers, and policymakers. Each group has its own agenda and interests. Practitioners and families may look to evidence-based practice to help them solve day-to-day dilemmas. Researchers may look to evidence-based practice to identify the most pressing questions from the field. And policymakers may look to evidence-based research to make informed decisions about how to allocate limited resources.

With so many diverse groups turning to evidence-based practice, it is imperative that each have the same understanding of what the term means. The authors define evidence-based



### What is the origin of evidence-based practice?

Evidence-based practice emerged as a result of the gap often seen between research and practice and gained momentum with the standards and accountability movement. Yet it originates in medicine. Healthcare professionals using evidence-based medicine determine a patient's treatment based on an assessment of evidence from the literature and current studies as well as clinical judgment and the patient's values.

*“Implementing inclusion involves a range of approaches – from embedded, routines-based teaching to more explicit interventions – to scaffold learning and participation for all children.”*

Early Childhood Inclusion, p. 2

## **Alternative Learning Positions:**

**Supporting Children’s Appropriate Motor Development**



Close your eyes and imagine for a moment a traditional classroom. Probably the educational model you conjured up included chairs and desks. Possibly even lined up in rows facing a chalkboard. Try a Google Image search and you’re likely to get similar results.

While sitting in a chair supports effective performance of academic tasks such as handwriting, compositional writing, or math, many educators now question whether it really is the optimal position for learning. In regards to early childhood environments, sitting for long periods in a chair may not only be ineffective for learning, it is also not developmentally appropriate.



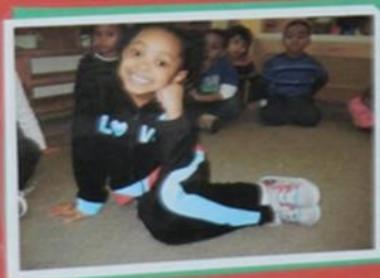
## Sitting Choices for Group Time



Leg Cross



The Hills



Side Switch



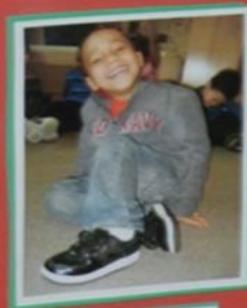
Legs Out



Sit On Your Knees



Criss-Cross Applesauce



Hug Your Knee

What's the best way to sit and learn?

# Definition of professional development

*“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the **acquisition** of professional knowledge, skills, and dispositions as well as the **application** of this knowledge in practice.....*



*The key components of professional development include:*

- *characteristics and contexts of the learners (i.e., the **"who"** );*
- *content (i.e., the **"what"** of professional development); and*
- *organization and facilitation of learning experiences (i.e., the **"how"**).*

Definition  
(continued)

National frameworks that can inform a child, family, and community course

How National Early Childhood Frameworks Fit Together		
<b>Professional Standards &amp; Competencies for ECE</b>	2. Family-Teacher Partnerships and Community Connections	<a href="https://www.naeyc.org/resources/position-statements/professional-standards-competencies">https://www.naeyc.org/resources/position-statements/professional-standards-competencies</a>
<b>DAP Guidelines</b>	2. Engaging in Reciprocal Partnerships with Families and Fostering Community Connections	<a href="https://www.naeyc.org/resources/position-statements/dap/contents">https://www.naeyc.org/resources/position-statements/dap/contents</a>
<b>EI/ECSE (DEC) Standards</b>	2. Partnering with Families 3. Collaboration and Teaming	<a href="https://www.dec-sped.org/ei-ecse-standards">https://www.dec-sped.org/ei-ecse-standards</a>
<b>DEC Recommended Practices</b>	Family  Teaming and Collaboration	<a href="https://ectacenter.org/decrp/topic-family.asp">https://ectacenter.org/decrp/topic-family.asp</a>  <a href="https://ectacenter.org/decrp/topic-teaming.asp">https://ectacenter.org/decrp/topic-teaming.asp</a>

## Advancing Equity in Early Childhood Education Position Statement



All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

- NAEYC, 2019

Be curious, making time to learn about the families with whom you work. This includes learning about their languages, customs, activities, values, and beliefs so you can provide a culturally and linguistically responsive and sustaining learning environment. It requires intentionally reaching out to families who, for a range of reasons, may not initiate or respond to traditional approaches (e.g., paper and pencil/electronic surveys, invitations to open houses, parent–teacher conferences) to interact with educators.



### California Frameworks and Resource Documents

<b>California Early Childhood Educator Competencies</b>	4. Family and Community Engagement	<a href="https://www.cde.ca.gov/sp/cd/re/ececomps.asp">https://www.cde.ca.gov/sp/cd/re/ececomps.asp</a> <a href="https://www.cde.ca.gov/sp/cd/re/documents/ececompetenciesaddon.pdf">https://www.cde.ca.gov/sp/cd/re/documents/ececompetenciesaddon.pdf</a>
<b>CAP Course Outline Recommendations</b>	Child Family and Community	<a href="https://www.childdevelopment.org/docs/default-source/pdfs/cap-classic/child-family-and-community-outline-rev-8-2021.pdf?sfvrsn=3002c651_2">https://www.childdevelopment.org/docs/default-source/pdfs/cap-classic/child-family-and-community-outline-rev-8-2021.pdf?sfvrsn=3002c651_2</a>
<b>Family Partnerships and Culture</b>		<a href="https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf">https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf</a>
<b>Engaging Dual Language Learner Families in Their Children's Early Education</b>		<a href="https://californiadllstudy.org/sites/default/files/2022-04/DLL-Family-Engagement-Brief-508.pdf">https://californiadllstudy.org/sites/default/files/2022-04/DLL-Family-Engagement-Brief-508.pdf</a>



# Tools to support your work

-

## **What is a persona?**

Personas are brief descriptions that present a thumbnail sketch of a child and family. Each persona offers information about the unique composition of a family, details about a child (name, age, likes, dislikes), and insights to who the child is as a learner. The insights reveal things like whether a child is receiving services for a disability, is a dual language learner, or has experienced traumatic life circumstances.

## Jamil

Age of the child

Jamil arrived a year ago with his mother, father, and older sister Sara from Syria. While Jamil is just four, he loves being involved in anything he can do with his six-year-old sister.

Information about the family & context

At home Jamil's family speaks Aramaic and Arabic but both parents are taking English classes. Based on concerns about Jamil's speech and language development, his pediatrician suggested that Jamil's language and social-emotional development would benefit greatly from a preschool program.

Information about what delights Jamil

Jamil is now attending a local preschool program and is beginning to connect with other children and to communicate with his teacher and peers. He has developed a tremendous interest in blocks and builds tall and elaborate structures.

Jamil's individual learning needs

Jamil's teacher has noticed that introducing and reinforcing concepts in a sequence (e.g., in a cooking activity) support both his receptive and expressive language.

Key professional development priorities

To support carryover, Jamil's teacher has shared ideas about how to support his developing language skills at home. They've suggested games and routine activities that would be great ways to give him additional opportunities to practice his evolving language skills. His parents have expressed reluctance to do this as, they have shared, it is not customary in their family for adults to play with children.

Authenticity: community demographics





## Infant/Toddler, Preschool, and Early Elementary Personas



Trey

## Persona + DAP

Trey is 30 months old. He lives with his mother who has some intellectual challenges. She takes very good care of Trey but she doesn't know much about how to support the development of a toddler. By report, Trey has never used crayons, held or read books, or spent time with other children. Trey's mom recently found a job, so Trey is now in a family childcare program each day. Based on concerns from Trey's grandparents, he was recently evaluated and has an IFSP to support his language, fine motor, and social-emotional development. Trey's therapy services are being delivered at the childcare.

Trey's teacher says he plays with cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like completing simple puzzles, he appears to get frustrated, but doesn't seem to be able to explain how he feels or why he's unhappy.



Ask students to identify what might be expected in fine motor, social emotional, and language development from a toddler, using state or national developmental milestones. Consider how that compares to Trey's development.

## Commonality

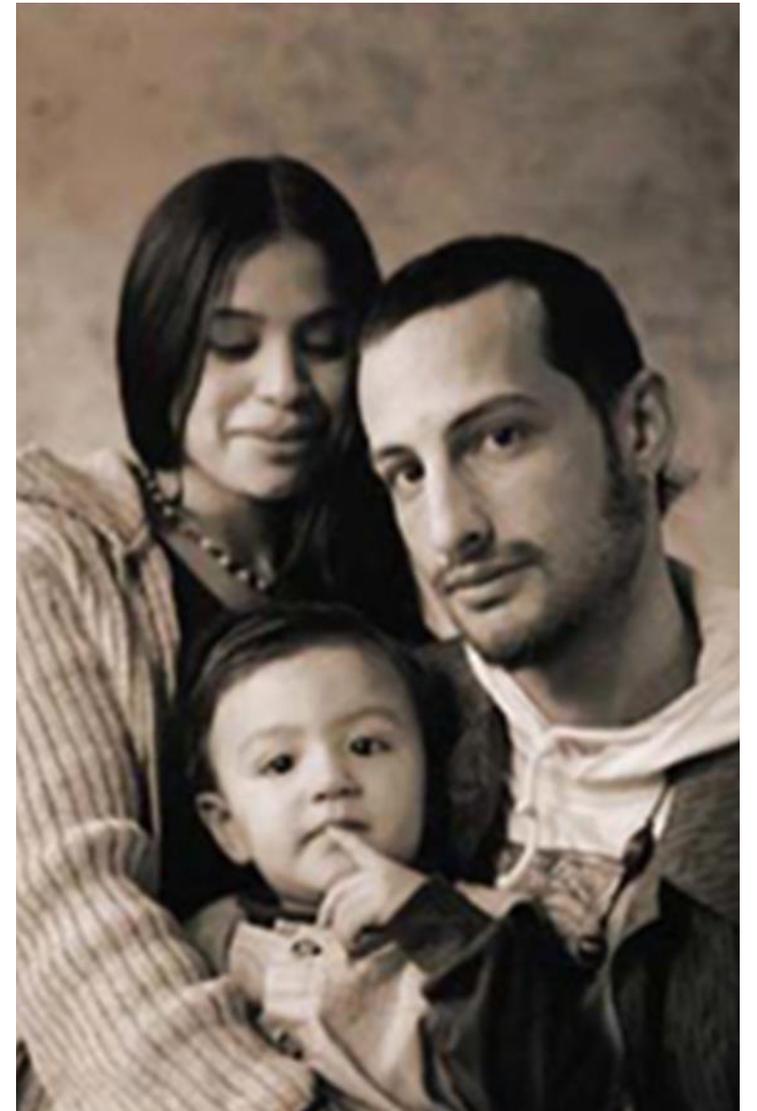
Ask students to identify the strategies they would use to collaborate with Trey's mother to support his development.

## Individuality

Ask students to propose ways to support Trey's language, fine motor, and social-emotional development in his childcare program routines.

## Context

Want to learn more  
about personas?





Assignments consider the prerequisite content learners need before engaging in knowledge application.

Learn

Practice

Apply



# Family and Community Context



# First: Families are Powerful Partners



Then. . .

- Last name A-F: find passages in the DAP position that support the messages in this video
- Last name G-O: find passages in the NAEYC equity position statement that support the messages in this video
- Last name P-Z: find passages in *Family Partnerships and Culture*
- Post an example of a match in the discussion board. Then offer three strategies educators can use to help families develop the attitudes toward engagement that were expressed in the video. Require students to cite the source for the strategies (e.g., page in the course text, NAEYC position statement, *Family Partnerships and Culture*)

Know about, understand, and value the diversity of families



# Diversity: Contrasting Perspectives



# Learning by Asking

## Exploring Cultural Concepts: *Funds of Knowledge*



### Keywords

*Funds of Knowledge*, family engagement

### Some Research Highlights

- Families have abundant knowledge that programs can learn and use in their family engagement efforts.
- Students bring with them funds of knowledge from their homes and communities that can be used for concept and skill development.
- Classroom practices sometimes underestimate and constrain what children are able to display intellectually.
- Teachers should focus on helping students find meaning in activities, rather than learn rules and facts
- Group discussions around race and class should promote trust and encourage dialogue.

### Relevant Publications

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). *Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms*. *Theory Into Practice*, 31(2), 132-141.

González, N., Moll, L., & Amanti, C. (Eds). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Mahwah, NJ: Erlbaum

## INSTRUCTIONAL OPTIONS

· Have students complete the handout independently, then compare answers and share discoveries in discussion.

· Ask students to complete the handout with a family and share what they learned and how they might use the handout in the future.

· Arrange a Zoom session with students and a family with a different point of view. Send the handout questions to the family in advance. Ask students to pose the questions. Ask family in advance about other questions they think would be important so they may share that as well.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<i>Funds of Knowledge</i>	
Home Language	<i>E.g., Arabic; Spanish; Navajo; Italian</i>
Family Values and Traditions	<i>E.g., holiday celebrations; religious beliefs; work ethic</i>
Caregiving	<i>E.g., swaddling baby; giving baby pacifer; co-sleeping</i>
Friends and Family	<i>E.g., visiting grandma; barbecues; sports outings</i>
Family Outings	<i>E.g., shopping; beach; library; picnic</i>
Household Chores	<i>E.g., sweeping; dusting; doing dishes</i>
Educational Activities	<i>E.g., going to the museum; taking a walk in the neighborhood</i>
Favorite TV Shows	<i>E.g., watching Dora; Sesame Street; Sid the Science Kid</i>
Family Occupations	<i>E.g., fishing; office; construction; policeman</i>
Scientific Knowledge	<i>E.g., recycling; exercising; health</i>
	<i>Additional Funds of Knowledge</i>

González, N., Moll, L., & Amanti, C. (Eds). (2005). Funds of knowledge: Theorizing practices in households, communities and classrooms. Mahwah, NJ: Erlbaum.

# Engage Families by Learning About Them and Their Child



## All About My Child

**Instructions:** Fill in the blanks with the information you want to share with your child's teacher. Add a photo if you have one.

My child's name is:  
\_\_\_\_\_

My child likes to be called:  
\_\_\_\_\_

Some things I want you to know about my child are:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(place photo here)

My child lives with (people, pets):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The languages my child hears at home are:  
\_\_\_\_\_  
\_\_\_\_\_

My child loves (tell me about toys, activities, or favorite things):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My child has a difficult time when (tell me what might frustrate your child):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Things I hope my child will learn in the next year:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To help my child calm down or feel better, you can:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What's an example of something you do to help your students see families from a different point of view?

Source: "Let's Talk About Race"  
Photo series by Chris Buck & Greg Semu



Engagement Through Respectful, Reciprocal Relationships

# **FAMILY COLLABORATION**

A decorative graphic consisting of several overlapping, wavy lines in red, orange, yellow, green, and blue, creating a vibrant, multi-colored effect.

plays a large role in the  
success of students.

# What difference does family engagement make?

Family involvement in learning can have the most impact in the early years, with research showing a positive link between family engagement and children's academic performance, behavior, and adjustment to school.

## INSTRUCTIONAL OPTIONS

- **Discussion Board:** Ask students to find and share an evidence source that documents the benefits of effective family engagement.
- **Resource + Discussion:** Ask students to watch a short engaging video (like <https://positiveparentingnews.org/news-reports/tapp-teachers-and-parents-as-partners/>) then discuss how they might apply the ideas in the video to engaging families who are diverse in culture, language, values, and resources.
- **Highlight the Impact:** Ask students to create a one-page summary, video, etc. of the benefits of effective family engagement to share with families. Require that they site the evidence sources **and** create the summary in formats that could be shared in different ways (e.g., printed document, email, etc.). A sample state level summary is at [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/50388\\_NJDOE\\_FactSheet\\_508c.pdf](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/50388_NJDOE_FactSheet_508c.pdf)

# Ways to Practice Collaborating as Partners with Families



- ① Have students complete a simulation like Relationship-based Practices: Talking with Families about Developmental Concerns
- ② Pair students for a role play in which one takes the role of the family and the other takes the role of an educator. Use a persona like Dusty so students practice how they would discuss developmental concerns with a family. Make sure they switch roles.

# Use a persona to support family engagement practices



## **Pablito**

At 24 months, Pablito's family made the decision that his mother would need to return to work full time. Pablito's paternal grandmother agreed to care for him two days a week; the other days Pablito would attend a nearby childcare program.

For the Ruiz family, it is essential that Pablito learn two languages: his parents speak Spanish and English, but both sets of grandparents speak only Spanish. Mr. and Mrs. Ruiz have communicated this priority to Pablito's childcare program. While program staff say they are not skilled in implementing a program for a young dual language learner, they are eager to try to be a resource. But they have very important questions: What does a quality program look like for a toddler who is a dual language learner? Where might the program get resources to support translation of

key words, environmental labelling, and verbal interactions? What would be the best way to teach the other children about a second language and to help them to both learn words in Pablito's home language and share words in their language of instruction (English)?

Use a persona  
to identify a  
family priority  
that a student  
can address

## Winston

Winston is a three-year-old oftentimes referred to as “Sir”. He lives with his parents who are of Native American and African American descent. He is an only child in the household. The family dynamics are richly based in culture consistent to morals and being authentic.

Winston’s obsession with dinosaurs has evolved over the past two years. He is very strong in learning about dinosaurs and incorporating “his favorite” T-Rex in his learning and social environment. He loves to share his adventures with family and friends through literacy and play. Another strong emphasis Winston has is science, with particular emphasis on planets and outer space.

His mother is a strong advocate for literacy by which books are read to him daily. Winston has evolved in his reading by identifying objects, some words, and talking about the images he sees in the books. The concern his parents have is finding images in books that look like him.



## Create a parent newsletter

How do families like to receive information?

What are families interested in?

What is it important for families to know about?

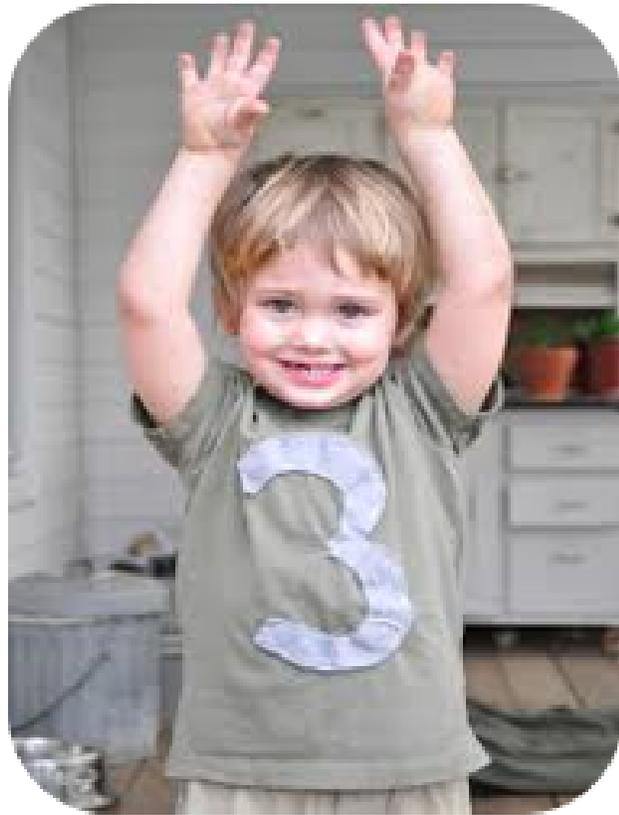
How might you provide ideas for how families can support their children at home?

# Involving Families and Communities in Learning and Development



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# Practice with a Persona



## **Anthony**

Three-year-old Anthony and his family are behind on rent. They are facing possible homelessness and worrying they will run out of food. Many of these challenges can be linked to the difficulty Anthony's mother is having in finding steady employment. A consequence of these stressors may be seen in how Anthony's behavior has changed at his childcare. He has become more socially withdrawn and has begun hitting and punching other children and having tantrums.

What resources might support Anthony's family with housing and food? What resources might support Anthony's teacher to bolster all aspects of his learning and development, including helping him to self-regulate?

Application  
opportunities



<b>August 7, 2023</b> 10:00 – 11:00 AM	Creating Practicum Experiences that Prepare Students to Support Each and Every Child and Family	The <b>PIPELINES</b> team
<b>January 8, 2024</b> 10:00 – 11:00 AM	Using Observation, Documentation, and Assessment to Support Each and Every Child and Family	The <b>PIPELINES</b> team

# Future PIPELINES webinars

Where can I  
find the  
resources?

<https://drive.google.com/drive/folders/1PZANXGbpISPMDDaNRhAkXdip40G4gRZH>

# Evaluation

[https://sdsu.co1.qualtrics.com/jfe/form/SV\\_2rvjhUGNCVPOxpQ](https://sdsu.co1.qualtrics.com/jfe/form/SV_2rvjhUGNCVPOxpQ)



Source: <http://www.flickr.com/photos/wwworks/4759535970/>