

Family
Goal-Setting:
Teaming Together

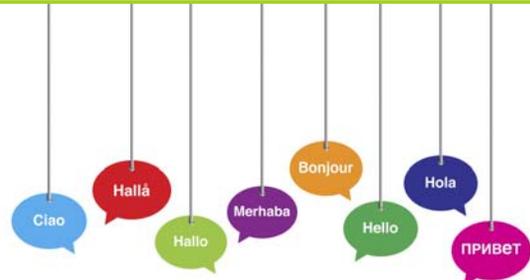
Virtual Birth to Three
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Introductions



Training Objectives



At the end of this session, participants will be able to:

- Differentiate engaging families at the programmatic planning level and goal-setting beside individual families.
- Put into practice the Seven Steps in partnering and goal-setting with families.
- Locate at least one existing resource that supports goal-setting beside families.

K What I KNOW	W What I WANT to know	L What I LEARNED	

Individual Reflections...

Remember a time when you were sharing your hope, your dream with someone: what made you feel you could share your goal with that person?



Program Planning and Goal Setting Beside Families

What is the difference between individual family-level goals and program-level goals?





Begin with the end in mind



Head Start Parent and Family Engagement Outcomes

1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

Program Goals Related to Family Outcomes



Terms and Definitions

Goals

Broad, inspirational statements that describe what you seek to accomplish; targets to be reached.

Objectives

Subparts of goals that are specific, measurable, attainable, realistic and timely (SMART).

Expected Outcomes

Something that you expect to happen as a result of an activity or process.

3 Ways to Honor Families in Goals & Objectives

1. Programs could create program goals related to Family Outcomes



2. Programs could outline objectives related to family outcomes that support other program goals

3. Programs could create family objectives that support school readiness goals



DISCLAIMER



Goal Setting with Individual Families

Individual Family Goals Based on Strengths, Needs, & Aspirations



RELATIONSHIP-based



Positive & Goal-Oriented Relationships

15

Definition of Engagement in the Framework

Building ongoing, lasting, goal-directed relationships for the purpose of applying a collective vision



Ingredients for Engagement Success



Building goal-directed relationships with families



A set of beliefs, attitudes, behaviors & activities



A shared responsibility



Crossing contexts - at home, in the early childhood program, school & community



Attitude:



A Frame of Mind Towards Someone

Image Source: Thinkstock

Strengths-Based Attitudes: Families...



Image Source: Flickr, Thinkstock

Relationship-Based Practices for Family Engagement

1. Describe observations of the child's behavior to open communication with the family
2. Reflect on the family's perspective
3. Support parental competence
4. Focus on the family-child relationship
5. Value a family's passion
6. Reflect on your own perspective



Relationship-Based Practices for Family Engagement



Open communication...
describe child's behavior.

Image Source: Thinkstock

Relationship-Based Practices for Family Engagement



Reflect on the family's perspective.

Image Source: Thinkstock

Relationship-Based Practices for Family Engagement

Support parental
competence.



Image Source: Flickr

Relationship-Based Practices for Family Engagement

Focus on family-
child relationship.



Image Source: Thinkstock

Relationship-Based Practices for Family Engagement



Value a family's
passion.

Image Source: Thinkstock

Relationship-Based Practices for Family Engagement



Reflect on your own perspective.

Image Source: NCQT



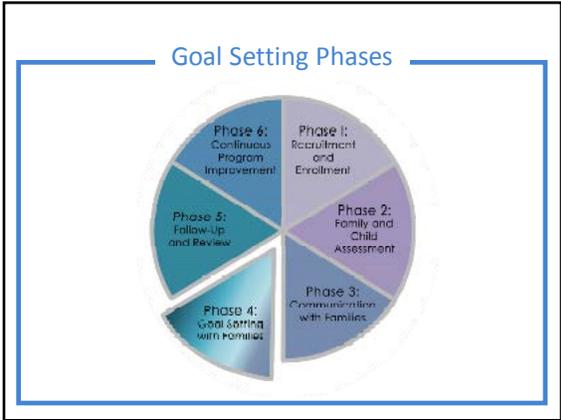
BUILDING PARTNERSHIPS:
A Guide for Strengthening Relationships with Families

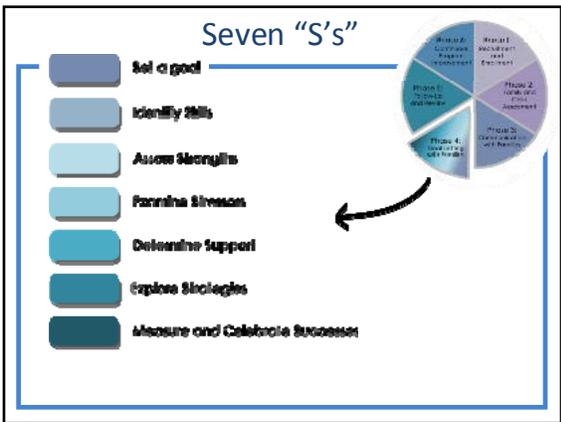
POSITIVE GOAL-ORIENTED RELATIONSHIPS

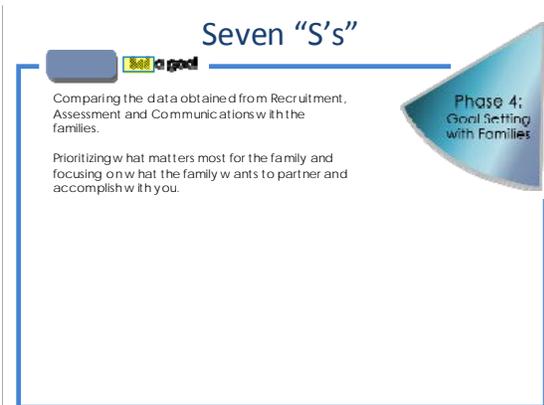
Explains the role that Positive Goal-Oriented Relationships play in effective parent, family, and community engagement. This guide offers definitions, tools, and guides for effective practice and application.

This resource is essential for the entire Head Start and Early Head Start community and professionals in the early childhood care, education, and services. This resource is aligned with the Office of Head Start (OHS) Family, Early, and Community Engagement (FECE) framework and Head Start Performance Standard (HS-PS).

- 1. Definition**
Focuses on family engagement and positive goal-oriented relationships.
- 2. Tools**
Explains tools to develop strength-based attitudes and relationship-based practices.
- 3. Reflective Strategies**
Describes reflective practice and assessment strategies.
- 4. Additional Resources**
Listed more resources on family engagement and related topics.







Seven "S's"

Set a goal _____

Identify _____

Skills describe the capability you and the family have to do something well.



Phase 4:
Goal Setting
with Families

Seven "S's"

Set a goal _____

Identify Skills _____

Assess _____

Strengths describe the strong attributes - the assets - you have to be able to defray strain or stress.



Phase 4:
Goal Setting
with Families

Seven "S's"

Set a goal _____

Identify Skills _____

Assess Strengths _____

Recognize _____

Stressors describe the things that cause you stress and make you worried or anxious.



Phase 4:
Goal Setting
with Families

Seven "S's"

- Set a goal**
- Identify Skills**
- Assess Strengths**
- Formulate Strategies**
- Determine Support**

Support defines the help, the assistance needed to achieve the goal.

Phase 4:
Goal Setting
with Families

Seven "S's"

- Set a goal**
- Identify Skills**
- Assess Strengths**
- Formulate Strategies**
- Determine Support**
- Explore**

Strategies are the methods chosen to achieve the goal.

Phase 4:
Goal Setting
with Families

Seven "S's"

- Set a goal**
- Identify Skills**
- Assess Strengths**
- Formulate Strategies**
- Determine Support**
- Explore Strategies**
- Measure and Celebrate**

Success is defined as the achievement of something desired.

Phase 4:
Goal Setting
with Families

Walking Through the process...



Reflecting on the Phases 1-3

Compare notes or information from Pathway (or Process):	Healthy meals on a budget (S&N Assessment)	Child has an allergy (Intake packet)	Could family wellness could be a focus for a priority or goal?
	Smoking cessation (S&N Assessment)	Mom wants to lose weight (S&N Assessment)	
Priorities for the Family	Lose weight Eat healthy meals Stop smoking		

Goal(s) of the Family Partner: What do you want to accomplish? What are your hopes? What are you dreaming? Why is this goal most important to your family? (Goals may be for the family, a family member or a child).

Reflecting on the Phases 1-3

Compare notes or information from Pathway (or Process):	Healthy meals on a budget (S&N Assessment)	Child has an allergy (Intake packet)	Could family wellness could be a focus for a priority or goal?
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Healthy meals on a budget (S&N Assessment)

Smoking cessation (S&N Assessment)

Reflecting on the Phases 1-3

	Healthy meals on a budget (S&N)	Child has an allergy (intake packet)	Could family wellness could be a focus for a priority or goal?
Compare notes or information from Pathways (or Process):	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>Child has an allergy (intake packet)</p> <p>Mom wants to lose weight (S&N Assessment)</p> </div>		
Priorities for the Family:			
Goal(s) of the Family Most important to your family:			

Reflecting on the Phases 1-3

	Healthy meals on a budget (S&N)	Child has an allergy (intake packet)	Could family wellness could be a focus for a priority or goal?
Compare notes or information from Pathways (or Process):	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>Lose weight</p> <p>Eat healthy meals</p> <p>Stop smoking</p> </div>		
Priorities for the Family:			
Goal(s) of the Family Most important to your family:			

Seven "S's"

1.

a goal

Phase 4 (Goal Setting with Pathways)

The Seven-Step Process	Family Partner	Staff Partner
	My Name is _____ Informed by my enrollment process, strengths & needs assessment, and communication with staff:	My Name is _____ Informed by the enrollment process, strengths & needs assessment, and communication with families:
Step #1 Setting Goals	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>What did I discover about myself and / or the program during the first three "stepping stones" of the pathway?</p> <p>What are my priorities?</p> <p>What do I want to work on?</p> <p>What's important to me and my family?</p> <p>Based on my priorities, which can I list as number one?</p> </div>	<p>What have I learned from enrollment, assessment and during the program? How do my _____ do my _____ family's _____ clearly _____ staff _____</p>

Seven "S's"

1.

a goal

Phase 4
(Goal Setting with parent)

The Seven-Step Process	Family Partner	Staff Partner
	Informed by the involvement process, strengths & needs assessment, and communication with staff:	Informed by the involvement process, strengths & needs assessment and communication with families:
	What did I discover about myself and/or the program?	What have I learned from involvement, assessment and communication with families?
Step #1 Setting Goals	<p>Informed by the involvement process, strengths & needs assessment and communication with families:</p> <p>What have I learned from recruitment, assessment and communication about the family? How do my observations and discoveries compare?</p> <p>What information did I discover based on the family's sharing?</p> <p>What does the family want to work on? Do I clearly understand what the family wants to work on?</p> <p>Do I agree with the family's number (1) priority?</p>	

Seven "S's"

2.

Intentionality

Phase 4
(Goal Setting with parent)

Remaining Steps	Family Reflection	Staff Reflection
	Family reflect privately or with a staff partner.	Staff reflect privately, with co-workers, or supervisor to inform goal setting with families.
	See Sample Questions Below	See Sample Questions Below
Step #2 Skills	<p>In relation to my goal, what are my previous experiences dealing with similar situations? What did I do?</p> <p>Do I have the knowledge required to accomplish this goal?</p>	

Seven "S's"

2.

Intentionality

Phase 4
(Goal Setting with parent)

Remaining Steps	Family Reflection	Staff Reflection
	Family reflect privately or with a staff partner.	Staff reflect privately, with co-workers, or supervisor to inform goal setting with families.
	See Sample Questions Below	See Sample Questions Below
Step #2 Skills	<p>What experience do I have when it comes to supporting this family in terms of achieving this goal?</p> <p>Do I know enough about what this family needs to accomplish? If not, how do I learn more?</p>	

Seven "S's"

3. **Assess**
Phase 4
(Goal Setting with Staff)

Remaining Steps	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Step #3 Strengths	<div style="border: 2px solid black; border-radius: 20px; padding: 10px; margin: 10px auto; width: 80%;"> <p>What individual strengths do I possess that will help me to accomplish my goal?</p> <p>Do I have other qualities that could contribute to me meeting my goal?</p> </div>	

Seven "S's"

3. **Assess**
Phase 4
(Goal Setting with Staff)

Remaining Steps	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Step #3 Strengths	<div style="border: 2px solid black; border-radius: 20px; padding: 10px; margin: 10px auto; width: 80%;"> <p>What strengths do I have as a person that will guide me while I support this family?</p> <p>Are there other qualities I have that could enhance the assistance I need to provide?</p> </div>	

Seven "S's"

4. **Evaluate**
Phase 4
(Goal Setting with Staff)

Remaining Steps	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Step #4 Stressors	<div style="border: 2px solid black; border-radius: 20px; padding: 10px; margin: 10px auto; width: 80%;"> <p>What are some of the challenges that I face?</p> <p>How can I cope with the stress created by my situation and still reach my goal?</p> </div>	

Seven "S's"

4. Exercise

Remaining Steps	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Step #4 Stressors	<p>What worries me about this situation?</p> <p>Why am I overwhelmed? How will I overcome this anxiety?</p>	

Page 4
Blue Reflect with Staff Box

Seven "S's"

5. Columnia

Remaining Steps	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Step #5 Support	<p>What kind of resources do I need to achieve my goal?</p> <p>Who are the people in my family and my immediate circle that I can count on to help me meet my goal?</p> <p>Are there any other sources of assistance I may have overlooked?</p>	

Page 4
Blue Reflect with Staff Box

Seven "S's"

5. Columnia

Remaining Steps	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Step #5 Support	<p>Where can I get the most appropriate help with this issue?</p> <p>Who is the most appropriate person or agency to support me, and this family?</p>	

Page 4
Blue Reflect with Staff Box

Seven "S's"

6. **Focus:**

Phase 4
 (Goal Setting
 with staff)

	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Remaining Steps		
Step #6 Strategies/Steps		

What are ways I can reach my goal?

How can I go from where I am now to where I want to be? (list)

Seven "S's"

6. **Focus:**

Phase 4
 (Goal Setting
 with staff)

	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Remaining Steps		
Step #6 Strategies/Steps		

What options are available to support this goal?

What are the ideal steps to take to achieve this goal?

Seven "S's"

7. **Focus and Celebrate:**

Phase 4
 (Goal Setting
 with staff)

	Family Reflection Family reflect privately or with a staff partner. <small>See Sample Questions Below</small>	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families. <small>See Sample Questions Below</small>
Remaining Steps		
Step #7 Success		

What do I want to accomplish?

What would make me proud and satisfied with my accomplishment?

How will I accept any changes I make along the way and continue to progress?

Seven "S's"

7. Measure and Celebrate

Phase 4
Final Reflection
with chart for

Remaining Steps	Family Reflection Family reflect privately or with a staff partner.	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families.
Step #7 Success	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>What would success look like relative to the goal?</p> <p>What adjustments would need to be made to achieve that goal?</p> </div>	

The final phases...

Remaining Steps	Family Reflection Family reflect privately or with a staff partner.	Staff Reflection Staff reflect privately, with co-workers, or supervisor to inform goal setting with families.
Follow-up and Evaluation	<div style="border: 2px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>How do you feel about your progress?</p> <p>What successes can we celebrate to date?</p> <p>Are there parts of your goals or objectives where you would like additional support?</p> </div>	

Something else to consider...



- Reflective Supervision
- Professional Development
- Engaging Other Staff and Community Partners

Additional resources...



In conclusion....





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

-NCPFCE “Markers of Progress







You'll get mixed up, of course, as you already know.
You'll get mixed up with many strange birds as you
go.
So be sure when you step.
Step with great tact and remember that
Life's a Great Balancing Act.
Just never forget to be dexterous and deft.
And never mix up your right foot with your left.

-Dr. Seuss, Oh the Places You'll Go







K What I KNOW	W What I WANT to know	L What I LEARNED	D What I will DO with this knowledge



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www.ncpfce.org

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