



Home Visiting "Ports of Entry":
Establishing Relationships with Families

April 21, 2017

Presenters:
Brenda Jones Harden, PhD, Professor,
University of Maryland Early Childhood
Education/Early Childhood Special Education
Program

Facilitator: Emmy Marshall, NCECDTL




Session Objectives

At the end of this presentation, you should be able to:

- Understand the importance of relationship-building for all support programs for families
- Utilize strategies for establishing and maintaining relationships between home visitors and the families they serve
- Identify mechanisms for developing relationships with families experiencing challenges





RELATIONSHIPS MATTER!

- ALL families want to and can be engaged in their children's learning and development
- Advantages of EHS, family, and community connections
- EHS staff's ability to work with diverse families
- Make connections with community resources
- Benefits of sharing power with families and community members




RELATIONSHIPS MATTER!

- Explore how trusting and respectful relationships with families and community members are achieved
- The Helping Relationship
 - Coaching
 - Helping with child development issues
 - Being emotionally involved and caring
 - Promoting harmony among practitioner, parent, and family



Background on Engagement

- Resistance
 - Service refusal and/or uncooperative behavior during intervention
 - Product of client's ambivalence to change and therapists' response to this ambivalence
- Engagement
 - Families' initial motivation to participate in services
 - Initial vs. on-going engagement
 - Quantity (# of visits) vs. quality (interpersonal relationships)



Background on Engagement

- Family factors related to engagement:
 - family stress
 - involvement of partner/family member
 - social support
 - residential stability
 - minority and SES status
 - commitment to program and home visitor
 - perception of intervention as beneficial



NC ECDTL

Background on Engagement



Program factors related to engagement:

- "match" of staff to family
- home visitor persistence
- clarity of goal/responsibilities
- focus on parent and child development
- home visitor lack of skill

NC ECDTL

Background on Engagement

- Power relationships are an important part of understanding family engagement/resistance
 - directiveness increases resistance
 - support decreases resistance
- Context matters
 - Families' reasons for engaging or not engaging are an important part of therapy
 - In brief parent training, families' motivation is not as salient an issue
- Important to integrate engagement in short-term interventions

NC ECDTL

SUPPORTIVE, RELATIONSHIP-BASED BEHAVIORS

- Cultural competency
- Identification of strengths and resources
- Listening to and addressing issues that concern the family
- Help meeting concrete needs
- Mutually agreed upon goals
- Improving skills



NC ECDTL

SUPPORTIVE, RELATIONSHIP-BASED BEHAVIORS



- Providing choices
- Obtaining commitment
- Sharing openly
- Conducting frequent visits
- Using effective methods to engage families
- Recognizing and praising progress

NC ECDTL

RELATIONSHIP-BASED COMPETENCIES/SKILLS

- Helps families feel welcomed, safe, and respected by building trusting relationships over time.
- Shows respect for different families' circumstances and creates opportunities for families to consider their aspirations for their children and themselves.
- Uses appropriate communication techniques, such as verbal and nonverbal messages and reflective listening.
- Demonstrates the ability to work with families on different kinds of goals (health, nutrition, parent/child interactions, mental health, family literacy, financial literacy, etc.).
- Demonstrates the ability to jointly develop and follow up on goals that are meaningful for families and individualizes services for parents and expectant mothers and fathers.

NC ECDTL

RELATIONSHIP-BASED COMPETENCIES/SKILLS

- Makes ethical decisions that maintain professional boundaries and family confidentiality.
- Demonstrates ongoing, collaborative, and respectful relationships with staff that contribute to their professional identity.
- Is able to utilize active listening skills and demonstrates receptivity to feedback from staff.
- Recognizes and builds on staff strengths and encourages staff to take responsibility for their own growth.
- Demonstrates the ability to support and model ethical practice when interacting with staff and families.



NC ECDL

RELATIONSHIP-BASED COMPETENCIES/SKILLS

- Identifies and reflects on personal values, experiences, ethics, and biases (e.g. gender, racial, ethnic, cultural, and/or class) in order to become self-aware and more effective in working with different groups of people.
- Understands the importance of taking care of oneself in order to be available and capable to attend to the needs of others.
- Demonstrates respectful interest in learning about each family's values, beliefs, faith traditions, cultural influences, family structures, and circumstances.
- Applies this knowledge to relationship-building and ongoing interactions with each family.
- Reinforces the importance of home language and culture in a child's development during interactions with parents and expectant families.

NC ECDL

Cultural Issues

- Home visitors recruited with cultural backgrounds similar to parents or with knowledge of their culture
- Home visitors of different culture should be "students" of families' culture
- Home visits offered in parent home language
- Respect shown toward child rearing strategies of parents' culture
- Materials used in home visits and ECE settings which are reflective of family culture
- Socialization events which capitalize on cultural processes of target families

NC ECDL

 **Father Involvement**

- Most low income fathers are involved in their young children's lives
- Fathers' involvement depends on their resources and their relationships with mothers
- Fathers' involvement makes unique contributions to children's development
- Father involvement in children's lives and in programs increased by interventions designed specifically for them
- Home visitors should be trained and supervised to engage fathers and address biases against fathers

 ECDTL

 **Strategies for Parent Engagement**

- Be empathic
- Provide unconditional positive regard
- Focus on needs they articulate
- Ask about their own childhood experiences
- Connect with hopes for positive outcomes for children



 ECDTL

 **Strategies for Family Engagement**



- Being extremely persistent
- Aligning family goals with program goals
- Individualizing services
- Scheduling services around family requests

 ECDTL

 POLL QUESTION



 ECDTL

 Strategies for Family Engagement



- Building **trusting** relationship with family
- Creating egalitarian relationship with family
- Eliciting support of trusted person
- Providing concrete hook
- Being supportive about family's situation
- Making intervention relevant to family
 - Socialization breakfasts
 - Housing/employment connections

 ECDTL

 Engagement Strategies

- "Rolling with resistance" (Motivational Interviewing)
- Using preparatory techniques
 - show family what to expect – videotapes, photos
- Engagement sessions prior to and during services
 - To clarify helping process
 - To develop collaborative helping relationship
 - To focus on practical concerns
 - To problem-solve barriers to engaging in services



 ECDTL

 POLL QUESTIONS



 ECDTL

 MOTIVATIONAL INTERVIEWING



Collaborative conversation for strengthening a person's own motivation and commitment to change

Three main goals

- Engage families
- Elicit change talk
- Evoke client's motivation to make positive changes

 ECDTL

 MOTIVATIONAL INTERVIEWING

Five Core Communication Skills

- Open ended questions
- Affirming
- Reflective listening
- Summarizing
- and
- Informing and advising



 ECDTL

MOTIVATIONAL INTERVIEWING



Do I listen more than I talk?

- Or am I talking more than I listen?

Do I keep myself sensitive and open to this person's issues, whatever they may be?

- Or am I talking about what I think the problem is?

Do I invite this person to talk about and explore his/her own ideas for change?

- Or am I forcing him/her to talk only about change?

ECDTL

MOTIVATIONAL INTERVIEWING

- Do I encourage this person to talk about his/her reasons for not changing?
- Do I ask permission to give my feedback?
- Do I reassure this person that ambivalence to change is normal?



ECDTL

Engagement of High-Risk Families

- Utilize brief, intensive engagement strategies early in process in which providers explicitly addressed:
 - Families' practical barriers (e.g. schedules, transportation)
 - Families' psychological barriers (e.g. family members' resistance, beliefs about the treatment process)
- Long-term impact on engagement and retention
 - integration of motivational interviewing, family systems, and enhanced family stress and coping support strategies
 - multiple points throughout relationship

ECDTL

Engagement of Families at Risk

- Increase visits and participation
- Provide concrete incentives
- Connect with parent goals
- Be more directive about promoting child's development
- Address issues specific to family risk
 - Safety, security, stability, sustenance
 - mental health, substance use, family violence
- Provide "corrective emotional experience"



ECDTL

CLOSING THOUGHTS

- Families are key to positive child outcomes and long term school success
- Family engagement has a positive impact on children and families
- Home Visitors need to be strategically intentional in their approaches to building relationships with and engaging families, especially those at-risk
- Home-based staff should receive training, coaching, and reflective supervision re: family relationship-building and engagement
- Home-based services are critical venues for promoting family engagement

ECDTL

Resources to Extend Your Learning

- Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement Series. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation
 - Simulation 1 allows you to practice building bonds with families, beginning with an intake visit.
 - Simulation 2 explores the process of developing and implementing goals with families.
 - Simulation 3 explores using strengths-based attitudes to partner with families during challenging times.
- Building Partnerships: Guide to Developing Relationships with Families <https://eclkc.ohs.acf.hhs.gov/pgor/resources.php>

ECDTL

Thank you for your participation!

Next webinar for home visitors

Learning at Home
August 8, 3:00pm EDT

Thank you for your participation!

Please complete the evaluation, which you will receive soon.



WU11

ECDTL

Practice-Based Coaching Training Institute

Register Now!

<p>April 25 – 27, 2017 Los Angeles, CA Regions 6, 8, 9, 10, 11 Room Block Closes April 4, 2017</p>	<p>May 2 – 4, 2017 Chicago, IL Regions 3, 5, 7, 12 Room Block Closes April 7, 2017</p>	<p>May 9 – 11, 2017 Atlanta, GA Regions 1, 2, 4 Room Block Closes April 14, 2017</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------



WU11

ECDTL

Have Questions?

Contact us at
ecdctl@ecetta.info or
 call (toll-free)
 1-844-261-3752



WU11

ECDTL
