Lobby Ice Breaker

Think of a time when you told someone about a sensitive situation you were experiencing. What did the other person do to help you feel supported?
Navigating Adobe

- General Chat
- Interactive Functions
- Download and Web Link Pods
- Recording for ECLKC

Welcome and Introductions
Speakers

Brandi Black Thacker, NCPFCE

Jennifer Olson, NCPFCE

Adriana Borrero, Behavioral Health Specialist Peninsula Family Service

Peninsula Family Service
Opening Doors, Changing Lives
Federal Partners

Kiersten Beigel, Comprehensive Services & TTA Division, Office of Head Start
Rachel Gannon, Region 9 Office of Head Start

Supporting Families Experiencing Homelessness in Head Start and Early Head Start Three-Part Web Series

2. Conversations with Families about Living Experiences and Housing Goals: Creating Opportunities for Professional Development in your Program, Nov. 14, 2019
3. Establishing and Sustaining Community Partnerships for Outreach and Continuity, Dec. 5, 2019

Webinar Time: 3:00-4:30 p.m. ET
Join the Chat After the Webinar! 4:30-4:45 p.m. ET
Learning Objectives

- Discuss language and approaches for navigating sensitive interactions with families experiencing homelessness
- Explore strategies and resources to support staff professional development opportunities
- Use the Relationship-Based Competencies to support staff professional development and staff self-care experiencing homelessness

Language Matters

- Homelessness does not define the person or child
- People first language acknowledges the individual before the situation (families experiencing homelessness)
- Homelessness is a situation the family is experiencing, not a status
- Our language should honor each family’s culture, language, and experience.
Every family story is their own…

We each have stories too…
Prepare, partner, and pursue approaches

Approaches for navigating sensitive interactions about living situations...

Before
- Consider your environment
- Reflect on your own state-of-mind
- Check in with the family and determine their hope for your time together
- Be aware of cultural considerations
Approaches for navigating sensitive interactions about living situations...

**Before**
- Be a guide from the side, not an expert
- Ask permission
- Be human
- Listen carefully and use silence
- Partner with family in recognizing existing strengths
- Be present

**After**
- Offer resources, if necessary
- Follow-up and keep your word
- Link to community resources and peer support, when the family is ready
RBCs: A planning tool for the professional development process
How the RBCs are Organized

Definition: Relationship-Based Competency

A set of knowledge, skills, individual practices, and other characteristics, including attributes, behaviors, and actions, that are necessary to be effective in one’s family engagement work.
Building Capacity

- Individual Practices
- Skills
- Knowledge

Assessments to support...
Conversations with Families about Living Experiences and Housing Goals

November 14, 2019

A focus on well-being for each of us...

Competency #3: Family Well-being and Families as Learners

Knowledge for Family Service Professionals

- Knows how to recognize family resilience, strengths and resources, and unique gifts and talents, and what families already do to maintain family well-being and cope with challenges
- Knows the signs of depression, trauma, substance use, homelessness, domestic violence, child maltreatment, food insecurity, mental illness, and other challenges to family well-being
- Understands the importance of asking for support from their supervisor or colleagues about issues that are beyond their current professional skills and knowledge
Competency #3: Family Well-being and Families as Learners

Skills for Family Service Professionals

• Uses a supportive and non-judgmental approach to talk with parents about difficult or sensitive topics
• Seeks support from their supervisor or colleagues about how to be successful in conversations that are difficult to have with families
• Recognizes the importance of taking time for self-care, for one’s own well-being and for others, especially when supporting families in crisis
• or colleagues about issues that are beyond their current professional skills and knowledge
Examples for Family Services Professionals and Supervisors

Competency #3: Family well-being and families as learners

**STAFF**
- **Skills:** Recognizes the importance of taking time for self-care, for one’s own well-being and for others, especially when supporting families in crisis

**SUPERVISORS**
- **Skills:** Monitors and addresses family services professionals’ stress when working with families who are experiencing serious challenges

Competency #3: Family Well-being and Families as Learners

**Practices for Family Service Professionals**
- Checks in with families regularly to see how they are doing
- Talks with parents about their well-being and short- and long-term goals and offers resources or referrals if appropriate
- Follows up with families to check if resources or referrals were helpful
General Chat

• What kinds of self-care strategies does your program use to support you and your colleagues?

• What kinds of approaches are helping in caring for yourself as you care for others?

A focus on well-being for each of us…

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<tr>
<th>RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT</th>
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<td><strong>COMPETENCY</strong></td>
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<td>1. Positive, Goal-Oriented Relationships</td>
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<td>2. Self-Aware and Culturally Responsive Relationships</td>
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<td>3. Family Well-Being and Families as Learners</td>
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<td>4. Parent-Child Relationships and Families as Lifelong Educators</td>
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<td>6. Family Access to Community Resources</td>
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<td>7. Leadership and Advocacy</td>
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<td>8. Coordinated, Integrated, and Comprehensive Services</td>
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<td>9. Data-Driven Services and Continuous Improvement</td>
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<td>10. Professional Growth</td>
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Competency #10: Professional Growth

**Knowledge for Family Service Professionals**
- Understands the importance of ongoing reflective practice (self-reflection) to enhance work with families
- Understands the importance of ongoing coaching and reflective supervision for personal and professional growth
- Understands the importance of healthy self-care habits for one’s own well-being and to enhance the ability to build responsive relationships with families and their children

**Skills for Family Service Professionals**
- Engages in reflective practice (self-reflection) to gain insights to enhance one’s work with families and their children
- Asks for help when needed
- Uses information learned through formal and informal professional development to enhance practices for engaging families in children’s learning and supporting family well-being
Competency #10: Professional Growth
Examples for Family Services Professionals and Supervisors

**STAFF**
- **Skills:** Maintains healthy self-care habits for one’s own well-being and to enhance the ability to build responsive relationships with others

**SUPERVISORS**
- **Skills:** Works with family services professionals to understand the connection between self-care and the ability to build effective and rewarding relationships with families and colleagues

Competency #10: Professional Growth

**Practices for Family Service Professionals**
- Participates in reflective supervision to gain new insight and knowledge about working with families and their children
- Creates and follows through on individual professional development plans to strengthen professional practice related to family engagement
- Participates in peer learning opportunities to share ideas and enhance practice
Supporting Children and Families Experiencing Homelessness: An Interactive Learning Series
General Chat

What kinds of professional growth opportunities does your program offer to you and your colleagues as a way to strengthen support of families experiencing homelessness?

#HomeAtHeadStart
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MyPeers Communities

✔ ERSEA Managers-Coordinators
✔ PFCE Deepening Practice Communities

• Already a MyPeers member? Find the ERSEA Managers-Coordinators or PFCE Deepening Practice communities in MyPeers under “All Communities,” and select the blue “Join” button.

• Not a member of MyPeers? Sign up!
  ✔ Visit the MyPeers page on the Early Childhood Learning Knowledge Center (ECLKC).
  ✔ Scroll to the bottom and select “Create an Account.”
  ✔ Fill out the form and within a few days you will receive an email from MangoApps with your login information.
Have More Questions?

Stay and chat with us!

The speakers will stay on the line an additional 15 minutes to continue the dialogue.

Evaluation Link and Wrap-up