

Child Care Training and Resource Kit

Parent- Provider Communication

Lesson Plan

PARENT-PROVIDER COMMUNICATION LESSON PLAN

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Course Length: 2 hours

Objectives: Participant will:

- Understand how communication works.
- Know how to build a positive communication environment.
- Know how to communicate effectively in difficult situations.

Public health staff in Washington State has provided all of the materials in the Child Care Training and Resource Kit. The only materials included are those where copyright could be located and permission to use was received. In all cases the copyright owner has requested to receive credit for the use of their materials. Please do not use these materials in any other way without getting your own copyright release.

How to use the Child Care Training and Resource Kits: Each lesson contains:

- **Lesson Plan** file, with the general directions for the lesson.
- **Overhead file** with the overhead materials. Those files on the CD are in color.
- **Teacher Notes** file which outlines the points of discussion for each overhead.
- **Handouts file** includes pages related to the overhead for those learners who like to take notes as well as other materials for the learner to take with them. Occasionally, some materials you must request yourself from the vendor. Instructions on how to get these materials are included in the lesson plan file. Some materials you must download from the Internet and the web address is included in the lesson plan file.
- **Teacher Enrichment** - In some cases the lesson developer may have included materials for teacher enrichment. Where possible, those materials are included here. If permission to print could not be obtained then the citation is included below for you to obtain.

Parent Provide Communications

Overheads: There are no Overheads for this lesson.

Teacher Notes: The Teacher notes are integrated into this lesson plan.

Handouts:

- Communication...How It Works: See the Handout file.
- Recognize Yourself: See the Handout file.
- Communicating with Parents when you have a concern about their child: See the Handout file.
- Child Conference Summary: See the Handout file.
- Baby's First Year: The Parent-Provider Connection
- Problem Solving: See the Handout file.

Instructor Enrichment:

- Are We Listening to Parents?: By Mimi Chenfeld, "Young Children," September 1993 pg 4, <http://www.naeyc.org/resources/journal/default.asp>
- Fostering Communication Between Parents and Preschools: by Blakely Fetridge Bundy, "Young Children," January 1991, page 12, <http://www.naeyc.org/resources/journal/default.asp>
- Parents' Perspectives on Conferencing: by Roslyn Duffy, "Child Care Information Exchange," 7/97, page 40, <http://www.ccie.com/>
- Three Way Conferences: by ginnZeller, "Child Care Information Exchange," 7/97, page 44, <http://www.ccie.com/>
- Conferencing with Parents of Infants: by Kay Albrecht, "Child Care Information Exchange," 7/97, page 51, <http://www.ccie.com/>
- Cross Cultural Conferences: by Janet onzales-Mena, "Child Care Information Exchange," 7/97, page 55, <http://www.ccie.com/>

Materials Needed:

- Flip chart and markers

<p>Activity: Welcome and Introduction:</p>	<p>Process: Welcome and Introductions: Have them introduce themselves to a neighbor and talk about their most difficult communication scenario.</p>	<p>Time: 10 minutes</p>	<p>Materials: Welcome and Introductions</p>
<p>Discussion:</p>	<p>Discussion: Using the handouts and your own experience, discuss how communication works, how to build a positive communication environment, and ways to involve parents in the classroom. Discuss effective communication and its components, communication style-matching, and practicing communication. If time, do communication role-playing.</p>	<p>50 minutes</p>	<ul style="list-style-type: none"> • Discussion: A flip-chart and markers to write their input and ideas on.
<p>Break:</p>	<p>Flip-chart headings could include:</p> <ul style="list-style-type: none"> • Communication feedback loop. • Non-verbal communication. • Positive communication. • Components of effective communication. • Ways to communicate with families in the classroom; • Ways to communicate with families—activities that go “home” with the child; and • Ways to communicate with families—activities for parents and staff. 	<p>15 minutes</p>	<ul style="list-style-type: none"> • Discussion: Using flip-chart and

Discussion:	<p>Discussion: Using the handouts and brainstorming with the participants, discuss potholes of communication: how to stay calm in the face of anger and how to manage uncooperative attitudes. Have participants share an experience where communication didn't go as planned. Then brainstorm together alternate ways of handling the situation.</p> <p>Flip-chart headings could include:</p> <ul style="list-style-type: none"> • How to say what you mean in difficult situations. • What is listening? • How to tell parents some difficult information about their child. 	45 minutes	markers, write their ideas down about communicating in difficult situations
Evaluation:		15 minutes	Evaluation: forms.