

Child Care Training and Resource Kit

Parent – Provider Communication

Handouts

COMMUNICATION...HOW IT WORKS

Communication is both verbal and non-verbal

Communication includes a speaker, a message, a receiver, and feedback

Noise is anything that interferes with effective communication

MAKE IT WORK!

- Communicate the positive
- Establish partnerships
- Encourage participation
- Keep it simple
- Make it fun

SOME QUESTIONS TO ASK YOURSELF...

Do I know what I want to say and do I take the time to say it?

Do I really let them talk and do I really listen?

Do I let them know that I care what they have to say?

Do I take the time to explain and do I use examples?

Do I let them show me they understand?

Do I make my message fun and interesting?

Do I offer positive feedback, additional information, and resources?

RECOGNIZE YOURSELF...

**Are you a doormat? Are you an Ostrich? Are you a zipper? Are you a "nice guy"?
Are you super human?**

GUILT-FREE ASSERTIVENESS IS...

Energetic

Creative

Enthusiastic

Confident

Composed Credible

REMEMBER: Volume, Pitch, Pace, and the look on your face

SOME SUGGESTIONS ABOUT HOW TO SAY WHAT YOU MEAN IN DIFFICULT OR UNCOMFORTABLE SITUATIONS

- ❖ Talk to the eyes
- ❖ Plant yourself
- ❖ Prepare a script if necessary
- ❖ Look for hidden questions
- ❖ Hang in there
- ❖ Don't take the rap
- ❖ Hold your ground
- ❖ Express your feelings with "I" statements
- ❖ State your expectations
- ❖ Problem solve
- ❖ Offer choices
- ❖ Show how to make amends

THE LISTENING RESPONSE...

Stop talking

Leave your emotions behind

Listen for feelings

Listen to how: paraphrase, check your perceptions, and ask probing questions

COMMUNICATING WITH PARENTS
WHEN YOU HAVE A CONCERN ABOUT THEIR CHILD

At Registration/ Admission

Obtain from the Parents

1. General health and developmental history.
2. Behavioral history
3. If child has any health or behavior concerns obtain a signed parental consent for release of information from professionals who are treating the child (e.g. allergist, physical therapist, counselor, etc.)

Share with Parents

1. Center/School behavior/discipline policy.
2. Mutual expectations if concern occur .
3. Outline steps for conferences or exchanging of information.
4. Establish goal of parent-teacher partnership.

Contact Parents Early if Behavioral Concern Develops.

The contact should not alarm or threaten parents but as a step in keeping a "Team Member" informed.

Document Specific Incident(s) -

1. Be descriptive not judgmental, e.g., Kelly kicked 3 children, unprovoked and pulled another child's hair 3 times in 45 minutes.
2. Share concerns with peers, other teachers, director. Brainstorm ideas or have another person observe.

If the Behavior of Concern continues:

1. Schedule parent conference.
2. Arrange for outside professional to observe and evaluate child in school setting, if parents consent.

Parent Conference:

1. Include director, teachers, both parents or adults in parental/caregiver position to child (grandparents, guardian, etc.), outside professional used (Public Health Nurse, Trainer, Physician, etc.).
2. Plan setting; informal, relaxed, quiet and private.
3. Sensitivity to parents --possible feelings of fear, denial, anger, hostility.
4. Share common parent-teacher goals of helping child to develop his/her potential and to have a positive experience.
5. Share positive qualities and Strengths of child.
6. Share changes Center/School made in classroom; behavior strategies used.
7. Elicit parent's feedback; concerns; history; cultural and family values; how they manage child at home; recent stresses.
8. Share results of testing/observations/evaluations if any.
9. Discuss ideas for helping child. A collaborative approach works best. Each person at the conference is an expert on some facet of the child's daily living.
10. Decide on a few concrete steps. For example:
 - Need for further evaluation who, where, when.
 - Provide resources.
 - Plan changes for classroom, home and how teacher and parents can support each other and be consistent.
 - Put plan in writing and duplicate for parents and staff (critical step!).
 - Plan dates for follow up meeting to monitor progress.
 - Obtain signed consent for sharing information with referral resources. Support parents and reinforce their strengths.
 - Continue to document/observe child and incorporate plans.

FOLLOW-UP MEETING

If there have been no positive results or the parents have not contacted resources, decide your next step based on your Behavior Policy, especially if health and safety of other children and staff are an issue.

CHILD CONFERENCE SUMMARY

Child's Name:

Conference Date:

Conference Attendees:

Health and Behavioral Concerns:

Plan of Action already taken (counseling, testing, etc.):

Home:

Child Care:

Results:

Conference Recommendations:

Home:

Child Care:

Outside Referrals:

Name:

Phone:

Printed Information Given:

Follow-up (Telephone/meeting/in writing. Always document follow-up and attach to this form.)

Date:

Method:

Share copy of this completed form with all attendees.

BABY'S FIRST YEAR

THE PARENT-PROVIDER CONNECTION

Parents, especially of infants, are interested in everything about the care of their child (even the little things). Parents appreciate the special things you do in caring for their baby. Communication is the key to building respect and a comfortable exchange of information. Being a good listener also helps. New parents often look to their provider as the "expert" in the care of infants. Parents depend on their provider to let them know what has happened in their baby's life while they were apart. Some suggestions:

- ♥ Share stories about baby's day. Did their child enjoy a special activity or toy? Did something humorous happen?
- ♥ If parents are "in and out" write notes to send home. "Baby had a wonderful day" notes are read and appreciated.
- ♥ Ask parents to bring in a disposable camera and take pictures of baby's day. Parents sometimes miss special moments in their baby day. *One exception is baby "first."* You may want to let the parent discover baby's first step themselves, saying "baby started pulling himself up a lot today": etc.
- ♥ Post a schedule of daily activities for parents. Keep a bulletin board and share information about parenting classes, fun things to do with babies, or new information about infant behavior.
- ♥ Send a detailed report home about feedings, diaper changes, nap behavior, etc. Parents like to know if their child has been cooing, cranky, smiling, quiet, or boisterous.
- ♥ Establish a lending library of books and articles for parents to borrow and read.
- ♥ Ask your Public Health Nurse about materials you can give to parents about infant feeding, growth and development, separation anxiety, crying, or other topics on child rearing.
- ♥ Set up a VCR with a short video about topics of interest to parents that they can watch if interested.
- ♥ Start a family newsletter about infant room activities.
- ♥ Start a baby/parent group and invite speakers to share information.

PROBLEM SOLVING

DEFINE THE BEHAVIOR AND GATHER INFORMATION

WHAT SPECIFIC BEHAVIOR BOTHERS/WORRIES YOU?

HOW OFTEN DOES IT HAPPEN?

WHEN DID IT START AND HOW LONG HAS IT BEEN GOING ON?

WHEN DOES THIS BEHAVIOR HAPPEN?

WHERE DOES THIS BEHAVIOR HAPPEN?

WITH WHOM DOES THIS BEHAVIOR HAPPEN MOST OFTEN?

WHAT HAPPENS AS A RESULT OF THE BEHAVIOR?

HOW DO YOU RESPOND TO THE BEHAVIOR?

COULD THE RESPONSE TO THE BEHAVIOR ENCOURAGE THE

BEHAVIOR?

Problem solving 1 of 3

WHY ARE YOU CONCERNED ABOUT THIS BEHAVIOR RIGHT NOW?

DOES THE BEHAVIOR FIT WITH THE CHILD'S BASIC PERSONALITY /TEMPERAMENT?

IS THE BEHAVIOR NORMAL FOR A CHILD OF THIS AGE?

DOES THE CHILD HAVE HEALTH PROBLEMS WHICH MIGHT EXPLAIN THE BEHAVIOR?

DOES THE BEHAVIOR GET IN THE WAY OF THE CHILD'S DAILY FUNCTIONING?

HOW DOES THIS BEHAVIOR AFFECT THE OTHER CHILDREN'S DAILY FUNCTIONING?

DOES THE CHILD FEEL GOOD ABOUT HIM/HERSELF?

IS THE BEHAVIOR GETTING BETTER/GETTING WORSE?

WHAT IS YOUR GUESS AS TO WHY THIS BEHAVIOR IS HAPPENING?

WHAT NOW?

CREATE IDEAS

PICK IDEAS TO TRY

COMMUNICATE THE PLAN

TRY IT

EVALUATION

Problem solving 3 of 3