Effective Relationships with Children & Families

Quiz

Checking In

☐ Fieldwork
  ■ Session 0 implementation
  ■ Team meetings
  ■ Family literacy night update
  ■ NAEYC this week
  ■ Thanksgiving break schedule
  ■ Fingerprinting
  ■ Revised form list

☐ Class business:
Fieldwork Journal

- Required Sections
  - Fieldwork Log
  - Fieldwork Paperwork
  - Reflection Papers
  - Resume
  - Final Summary
- Optional Sections
  - Quizzes
  - Notes

Final Summary

- 3-5 Pages
- Content
  - Good things
    - Information (children & profession)
    - Skills (teaching and learning)
    - Social contacts
  - Less good things
    - Fieldwork difficulties
    - Personal difficulties
  - Ideas for next semester/year
- Quality writing
  - Objective
  - Specific
  - Concrete
  - Complete

Interaction partners

- Colleagues
  - Corp Members: CAS 140/L
  - Team Leaders: CAS 394/L
  - Others
    - Kelly
    - Dr. Seidman
    - Classroom teachers
- Children
  - Target child
  - Classmates
- Families
Quality Relationships

- Appropriate boundaries
  - Sharing
  - Respecting privacy
- Honest
- Responsive

Communication

Verbal Analysis = SMAD

- SOUL
  - Silence
  - Observation
  - Understanding
  - Listening
- Model
- Ask
- Describe

Problem Solving

- Maintain calm
- Acknowledge emotions
- Gather information (SMAD)
- Restate information
  - Clarify cause-and-effect
  - Highlight potential changes
  - Emphasize positive statements (do this)
- Include partner’s ideas in solution
- Follow-up
Families & Schooling

- Involvement predicted by parents' school:
  - Completion
    - High school
    - College
  - Performance/attitude
- Involvement linked to:
  - Children's academic success
    - Attendance
    - Grades
  - Less juvenile delinquency

Diversity

- Ethnicity
- Language
- Religion
- Geographic origin
- Socio-economic status (SES)
- Family type
- Individual ability

Hidden Bias

- Visual representations
  - Stereotypes
  - Tokenism
  - Absence
- Personal roles
  - Positions of power
  - Nurturance
  - Family structure
Interaction Styles

- Personal space
- Smiling
- Eye contact
- Touch
- Concept of time

Issues

- Respect for family vs. best practices
- Individual needs vs. learning goals
- Cultural assumptions in daily practice
  - Holidays
  - Resources
  - Forms

Assumptions are unconscious!

Family Goals

- Help caregivers understand
  - Importance of communication skills
  - Literacy strategies
  - Scaffolded communication
- Inform parents
  - School readiness expectations
  - Child’s abilities and needs
- Assist with second-language acquisition