5. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Category: 5.A.1. Family Systems

Category: 5.A.2. Communication

Category: 5.A.3. Maintaining Professional Relationships

Category: 5.B.1. Family Engagement Opportunities

Category: 5.B.2. Special Education and Health Needs

Category: 5.C.1. Connecting Families with Resources and Services

CATEGORY: 5.A.1. FAMILY SYSTEMS

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Understands that each child is influenced by their unique environment and by the adults and children around them (NE).

b. Understands the relationship between a family's practices and positive child outcomes (RI) (NAEYC).

c. Understands that families are the primary educators and advocates for children (RI) (HS/EHS RBC) (CT ELDS).

d. Understands the importance of acknowledging the diverse structures, languages, and cultures of each child's family and community, and that they impact development (NAEYC) (NY).

SC LEVEL 2

a. Learns about variations across cultures in terms of family strengths, expectations, values, and child-rearing practices (RI) (NY).

b. Responds effectively to emerging family issues that might impact a child's learning.

c. Actively seeks input from families, as the primary educators and advocates for children (RI) (HS/EHS RBC).

SC = Shared Core

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

Levels

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Knows about and understands diverse family and community characteristics (NAEYC 2a).

What could this look like in practice?

- Develops cultural competence as they build relationships with diverse families, including those whose children have disabilities, special characteristics, or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood teacher/caregiver (NAEYC, Standard 2).

TC = Teacher and Caregiver

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

TC LEVEL 4

a. Considers the characteristics of Connecticut communities, especially the effects of racial-ethnic isolation and changing demographics on the families and the learning outcomes of the children in their care.

What could this look like in practice?

- The setting and plans for teaching reflect diversity and promote an accepting and safe place for all children.

Practice examples are a sample of many possible examples.

CATEGORY: 5.A.2. COMMUNICATION

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Understands the importance of two-way communication as a means to build relationships with families based on mutual trust and understanding (NY).

b. Encourages families to share information about the resources and supports they may be receiving in order to inform program planning.

c. Knows how to respectfully communicate information pertaining to safety regulations and standards (including mandated reporting, CPR, and illness policies) to families (NASW).

d. Understands the importance of communicating regularly, respectfully, and effectively with families in a responsive and culturally appropriate way (RI) (NAEYC) (NY).

SC LEVEL 2

a. Utilizes a range of techniques to communicate effectively with all families (NY).

b. Communicates effectively with colleagues and families in a way that reflects a respect for each family's language, culture, and the individual needs of all children (DEC F1) (CT AIMH, Level 1).

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Supports and engages families and communities through respectful, reciprocal relationships (NAEYC 2b).

What could this look like in practice?

- Engages families in two-way communication, such as verbal, written, and face-to-face.
- Uses technology such as social media, and/or technology preferences, for communicating.

TC LEVEL 4

a. Provides the family with up-to-date, comprehensive, and unbiased information in a way that the family can understand and use to make informed choices and decisions (DEC F2).

What could this look like in practice?

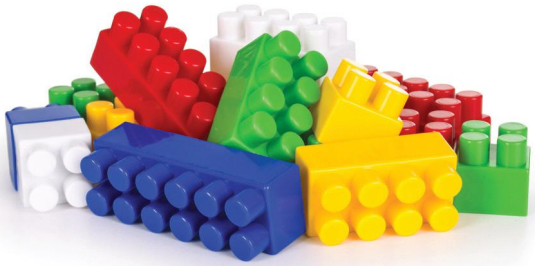
- Communicates in each family's first language (NAEYC Engaging Diverse Families Project).

CATEGORY: 5.A.3. MAINTAINING PROFESSIONAL RELATIONSHIPS

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Recognizes the importance of maintaining appropriate personal boundaries with young children and families (CTAIMH-E, Level I).



SC LEVEL 2

a. Maintains positive and authentic relationships with young children and families (CSEFEL).

b. As appropriate, works with resource and support services with the family to address needs holistically.

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Responds to family's concerns, priorities, and changing circumstances (DEC F3).

What could this look like in practice?

- Uses appropriate language and body language when discussing issues and maintains confidentiality.

TC LEVEL 4

a. Uses culturally responsive practice to enhance collaboration (CEC 7.1)

What could this look like in practice?

- Staff intentionally learns words and phrases in languages representative of the children and families in their setting to foster communication and trust.

CATEGORY: 5.B.1. FAMILY ENGAGEMENT OPPORTUNITIES

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Understands that meaningful opportunities for family engagement linked to children's learning goals occur in all settings (RI) (NY).

b. Understands that creating safe and welcoming environments for families builds trust and respect.

SC LEVEL 2

a. Provides relevant information about child development and learning, and healthy attachment (RI).

b. Creates opportunities for family engagement, both in the classroom and at home, that are tied to established learning goals for children and build upon families' cultural-linguistic background, strengths, skills, talents, interests, and availability (RI) (CT ELDS) (HS/EHS RBC).

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Involves families and communities in their children's development and learning beyond general conferencing and makes efforts to modify approaches to seek authentic connections between home and setting (NAEYC 2c).

What could this look like in practice?

- Engages immediate and extended family by including photos in the environment, invitations to share in child's experience, and encourages sharing of interests.

TC LEVEL 4

a. Supports each parent's strengths, emerging parenting competencies, and positive parent-child interactions (CTAIMH-E, Level 1).

What could this look like in practice?

- Works with families to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes and goals (DEC F7).

CATEGORY: 5.B.2. SPECIAL EDUCATION AND HEALTH NEEDS

Shared Core competencies across early childhood roles.

SC LEVEL 1	SC LEVEL 2
a. Understands the importance of helping families recognize the benefits, for all children, of integrating children with special education and health needs in the natural environments where children can engage with each other. b. Knows about available services for children with special needs (RI).	a. Helps families obtain clear and understandable information about their child's special education and health needs (RI). b. Helps families access special needs services or special education as appropriate (RI).

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Supports families' choices and priorities in the development of goals and intervention strategies (CEC S7.3).

What could this look like in practice?

- Provides families of young children who have or are at risk for developmental delay/disability with information (DEC F8) to support growth and learning.
- Actively engages families in goal setting and strategy development.

TC LEVEL 4

a. Implements processes and strategies that support transitions among settings (CEC S7.10).

What could this look like in practice?

- Consistent communication with the family and agreed-upon resource colleagues to coordinate transition plan.

CATEGORY: 5.C.1. CONNECTING FAMILIES WITH RESOURCES AND SERVICES

Shared Core competencies across early childhood roles.

SC LEVEL 1

a. Knows resources within the program and surrounding community to enhance academic and social goals, as well as health and well-being (NAEYC).

b. Understands the benefits of fostering family and community partnerships.

c. Understands the importance of identifying and linking families and staff to appropriate community supports and services as warranted.

d. Recognizes the importance of support networks for all families, particularly for isolated families.

SC LEVEL 2

a. Provides families with community resource information (VT).

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

a. Builds relationships with community organizations to provide services to families and their children (NY).

What could this look like in practice?

- Utilizes family resource center services and materials, and collaborates.

TC LEVEL 4

a. Collaborates with other service agencies to ensure that the children and family receive services for which they are eligible and that the services are coordinated (CTAIMH-E, Level 1).

What could this look like in practice?

- Acts as an active member of the team, providing accurate information to support child and family goals.

5. Building Family and Community Relationships

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
5.A.1.SC 1												
a.											NE	
b.	X										RI	
c.								4			RI	X
d.	X										NY	
5.A.1.SC 2												
a.											RI, NY	
b.												
c.								X			RI	
5.A.1.TC 3												
a.	2a											
5.A.1.TC 4												
a.												
5.A.2.SC 1												
a.											NY	
b.												
c.									X			
d.	X										RI, NY	
5.A.2.SC 2												
a.											NY	
b.			F1		1							
5.A.2.TC 3												
a.	2b											
5.A.2.TC 4												
a.			F2									
5.A.3.SC 1												
a.					1							
5.A.3.SC 2												
a.						X						
b.												
5.A.3.TC 3												
a.			F3									

5. Building Family and Community Relationships

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
5.A.3.TC 4												
a.		7.1										
5.B.1.SC 1												
a.											RI, NY	
b.												
5.B.1.SC 2												
a.											RI	
b.								X			RI	X
5.B.1.TC 3												
a.	2c											
5.B.1.TC 4												
a			F7		1							
5.B.2.SC 1												
a.												
b.											RI	
5.B.2.SC 2												
a.											RI	
b.											RI	
5.B.2.TC 3												
a.		S7.3										
5.B.2.TC 4												
a.		S7.10										
5.C.1.SC 1												
a.	X											
b.												
c.												
d.												
5.C.1.SC 2												
a.											VT	
5.C.1.TC 3												
a.											NY	
5.C.1.TC 4												
a.					1							

NAEYC – National Association for the Education of Young Children, Washington, DC

Source: Copple, C. & Bredekamp, S. Eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8.*

Source: Lutton, A., Editor (2012). *Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development.*

CEC – Council for Exceptional Children

Source: CEC Initial Special Educator Preparation Standards, Early Childhood Specialist Set. (2012).

DEC – Division of Early Childhood of the Council for Exceptional Children

Source: Recommended Practices in Early Intervention/Early Childhood Special Education. (2014).

InTASC – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Chief State School Officers

Source: Model Core Teaching Standards: A Resource for State Dialogue. (2011).

CT AIMH – Connecticut Association for Infant Mental Health

Source: Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®. (Copyright 2002, 2011 MI-AIMH).

CSEFEL – Center on Social and Emotional Foundations for Early Learning, Vanderbilt University

Source: Inventory of Practices for Promoting Social Emotional Competence.

I-ECMH – *Infant/Early Childhood Mental Health Consultation Competencies*

Source: Georgetown University Center for Child and Human Development, Center for Early Childhood Mental Health Consultation.

HS/EHS RBC – *Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families.*

Source: National Center on Parent, Family, and Community Engagement.

NASW – National Association of Social Workers. *Source: NASW Standards for Social Work Practice in Child Welfare.* (2013).

SS H&S – *Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition.* (2013).

Source: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.

STATES – State Core Competency Documents were reviewed and text was either borrowed or paraphrased from states. A concerted effort was made to look at northeast states for potential regional alignment: Maine, Massachusetts, Nebraska, New Hampshire, New York, Rhode Island, and Vermont.

CT ELDS – Connecticut Early Learning and Development Standards. (2014). Supporting All Children Using the CT Early Learning and Development Standards. (2016).

Source: Connecticut Office of Early Childhood (OEC).