

# "Communicating with Families in Head Start- 21st Century Techniques to Enhance Family Involvement

Karen Nemeth, Ed.M.

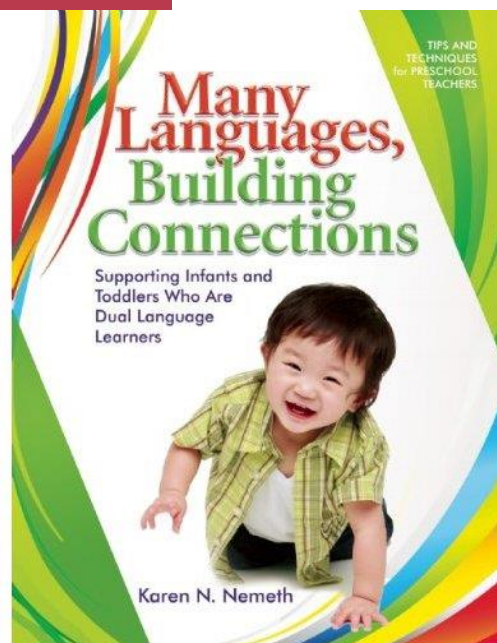
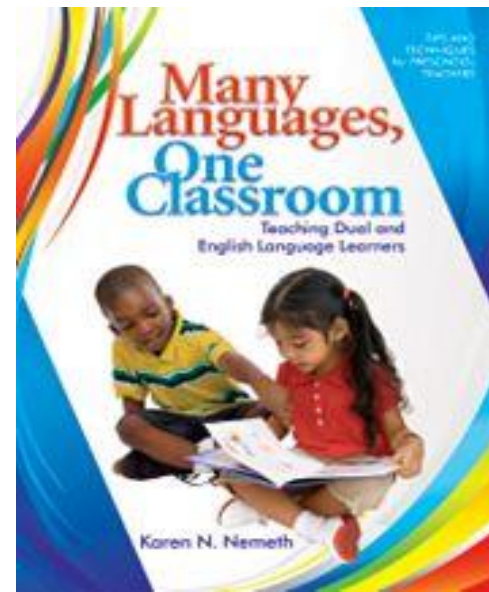
[karen@languagecastle.com](mailto:karen@languagecastle.com)

# Basics of Teaching Dual Language Learners

An Introduction for Teachers of  
Children from Birth through Age 8



Karen N. Nemeth





# language castle

Many Languages. *One Classroom.*

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Books & Publications    Blog    Twitter    Teaching Tips  
Top 10 Lists    Events    Resources    Links

**Language Castle LLC is the one-stop resource for everyone who teaches young children who speak different languages.**



- Poll #1

- Communicating with the parents is more important than ever
- Families are harder to reach
- Plenty of options for reaching them - but that doesn't always make your job easier!

# ■ Poll #2



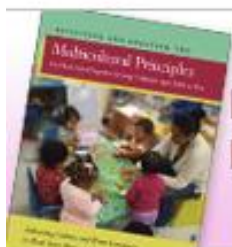


# National Center on Cultural and Linguistic Responsiveness

The National Center on Cultural and Linguistic Responsiveness (NCCLR) provides the Head Start community with research-based information, practices, and strategies to ensure optimal academic and social progress for linguistically and culturally diverse children and their families.



1 2 3 4 5 6



**Multicultural  
Principles**



**Professional  
Development**



**Resources  
by Role**



**Refugee  
Families**



**Program  
Preparedness  
Checklist**



**NCCLR  
Events**

- Gathering and Using Language Information that Families Share

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll\\_background\\_info.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf)





## Gathering and Using Language Information that Families Share

EXPANDED!

One-third of the children in Early Head Start and Head Start are Dual Language Learners (DLLs). Recent research provides insights into dual language development and key ways

**Language background:  
one, two,  
or more**

**Dual language development:  
simultaneous  
or sequential**

**Language dominance**

**Home language experiences**

**English language experiences**

**Individual characteristics of the child**

# *Research base*

- Head Start's Family Engagement in Transitions series:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf>

- Harvard Grad School of Ed project: Family Involvement Network of Educators

<http://www.hfrp.org/family-involvement/informing-family-engagement-policy>

- NAEYC's Engaging Diverse Families Project

<http://www.naeyc.org/familyengagement/about>





## Harvard Family Research Project

Advanced Search



[Home](#)

[Research Areas](#)

[Publications & Resources](#)

[HFRP News](#)

[About HFRP](#)

[HFRP](#) > [Family Involvement](#) > [Informing Family Engagement Policy](#)

### COMPLEMENTARY LEARNING

### FAMILY INVOLVEMENT

- > [Overview](#)
- > [Informing Family Engagement Policy](#)
- > [FINE: Family Involvement Network of Educators](#)
- > [Projects](#)
- > [Publications & Resources](#)
- > [Staff](#)

### OUT-OF-SCHOOL TIME

### EARLY CHILDHOOD EDUCATION

## Informing Family Engagement Policy

- [How Harvard Family Research Project informs policy](#)
- [Harvard Family Research Project's policy work](#)
  - [National Coordination Center for the Parental Information and Resource Centers](#)
  - [The National Family, School, and Community Engagement Working Group](#)
  - [National Policy Forum on Family, School, and Community Engagement](#)
  - [Policy recommendations](#)
  - [Harvard Family Research Project's accomplishments to inform policy](#)
  - [Policy briefs and publications](#)

### How Harvard Family Research Project informs policy

Harvard Family Research Project (HFRP) offers policymakers and education advocates the research base to develop effective policies that promote family engagement as a strategy to achieve student success. HFRP catalyzes new ideas to create pathways for families to promote the cognitive, social-emotional, and healthy development of children from cradle to career.



# *Harvard policy paper cites*

*“Organizing Schools for Improvement” study in Chicago*

- Study of low performing elementary schools found 4 essential supports -
  - Instructional guidance
  - Teacher professional capacity
  - School climate
  - Parent, school, community connections



*But... researchers find many ineffective strategies:*

- “Random acts of family engagement”



# *And now findings show that*

- Family engagement must be a shared responsibility, and must be:
  - Systemic!
  - Integrated!
  - Sustained!







**BACK TO SCHOOL  
NIGHT!**









# *Technology options*

- Text message
- Voicemail
- Email
- Website
- Specialized software
- Blog
- Facebook group
- Google
- Twitter



# *More options*

- Video sharing
- Skype
- Facetime
- Posting information videos on website
- Email newsletters
- Online surveys
- Drawings, awards for ideas.



# ■ Poll #3



# *Which to choose?*

- It depends...
  - You have to get to know your families and what reaches them best.
  - But – the answer is almost always going to be more than one







# *Red flags*

- Talking at people and wondering why they don't listen
- Major concerns about negativity - what does that tell you?
- Rewarding high performers - when others are doing the best they can.
- Student of the month - or other counter-motivational methods.



<http://1.usa.gov/V6LGUB>

*Head Start Family Engagement Simulation  
professional development tool*

 Boosting School Readiness  
through Effective Family Engagement

Resources



00:56 / 02:17

CC OFF





# First Phase

(B)  
Recording Session  
Audio cassettes of  
Los elefantes / The Elephant Song  
Spanish & English



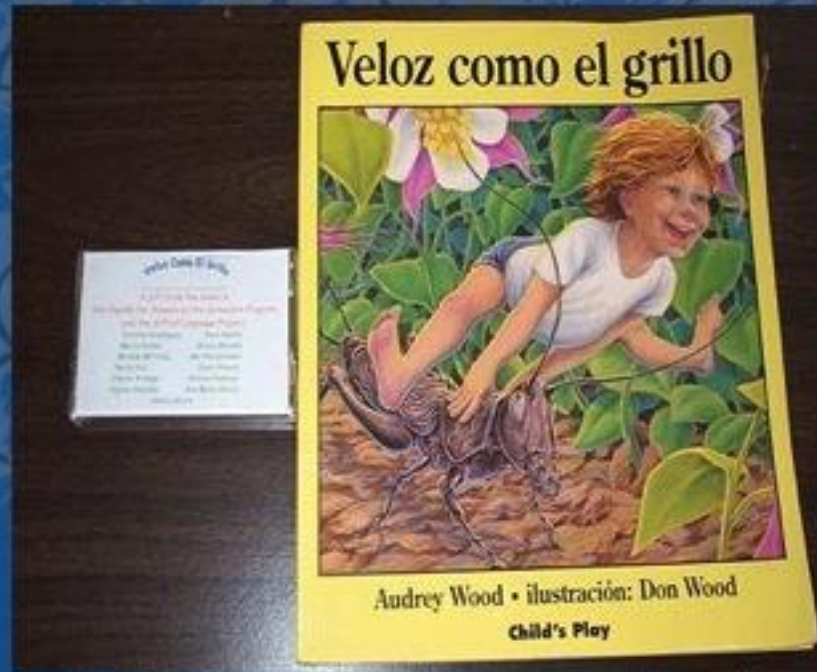


# Second Phase

(B)

Enriching the classroom library

Moms returning the book to the classroom library with the recorded cassette.





Singing the Elephant Song. We want you to come back and sing us another song soon!



K K = AA  
Emita  
Arian  
Ady  
Layy  
RUZ  
Genes P

Alfredo



# *Examples of tech use*

- Message of the day
- Question of the day
- Teams and committees
- Staying connected over breaks
- Using Skype during school day
- First week phone call





**Q: What is  
A book  
report?**

**A: It should  
be a  
Conversation!**



# *If you want people to be engaged,*

- You have to listen more than talk
- You can't be ruled by fear
- You have to interact
- You have to relate to them as individuals.
- Just...
  - Put yourself in their shoes!



# *Making communication manageable...*

- Different languages
- Different literacy levels
- Different dialects



[Home](#) > [Top 10 Lists](#) > [Tips for Translating Materials for Multilingual Preschool](#)

## Tips for Translating Materials for Multilingual Preschool



- 10. *Say less!!*
- 9. *Simplify*
- 8. *Say what you mean - exactly.*  
*(Remove lingo, slang, acronyms, idioms)*
- 7. *Be careful about using .*
- 6. *Share translations with neighboring programs.*



- *5. Pay certified translators for important documents*
- *4. Not all bilingual people are suitable translators*
- *3. Ask parents, staff, and volunteers to participate as reviewers*
- *2. Use sentence patterns.*
- *1. Use all media. Ask volunteers to help.*







# CONNECTIONS









THE FOLLOWING **PREVIEW** HAS BEEN APPROVED FOR  
**APPROPRIATE AUDIENCES**  
BY THE MOTION PICTURE ASSOCIATION OF AMERICA, INC.

[www.filmratings.com](http://www.filmratings.com)

[www.mpa.org](http://www.mpa.org)



We all  
Smile  
In the  
Same  
Language



Thank you!  
[Karen@languagecastle.com](mailto:Karen@languagecastle.com)

