

**Engaging Families of Infants and Toddlers with Disabilities**

Strategies to Enhance Your Practice

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## Agenda

You will learn more about:

- > The everyday context of families with young children with disabilities
- > Strategies for enhancing program systems that support families of young children with disabilities
- > Professional development strategies for staff

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<https://www.earlychildhoodwebinars.com/presentations/engaging-families-of-children-with-disabilities-systematically-planning-to-create-positive-experiences-and-meet-expectations-amanda-schwartz/>

**ENGAGING FAMILIES OF CHILDREN WITH DISABILITIES:**  
Systematically Planning to Create Positive Experiences and Meet Expectations

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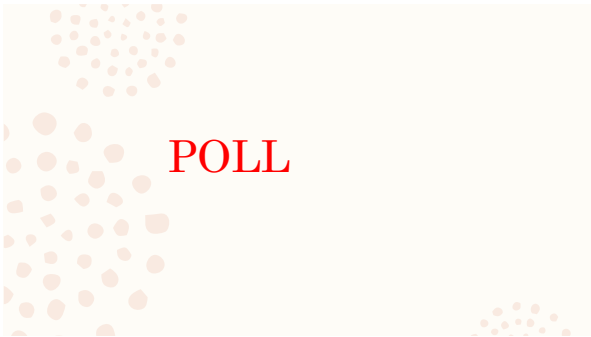
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The Everyday Experiences of Families of  
Young Children with Disabilities

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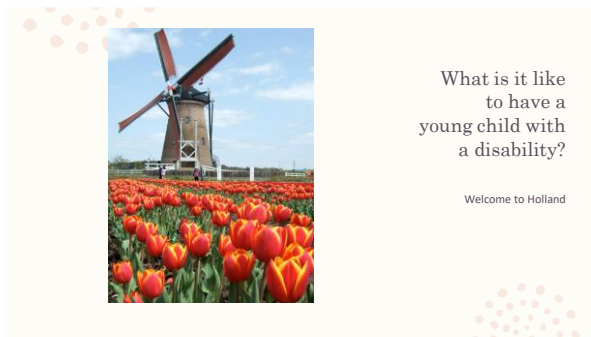
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What is it like  
to have a  
young child with  
a disability?

Welcome to Holland

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## Letting Go Of Expectations: Kubler-Ross Stages of Grief

Stage	Description
Denial	"This can't be happening to me!"
Anger	"Life isn't fair. Why is this happening to me?"
Bargaining	"If I do this, it won't happen and everything will be fine."
Depression	"Who cares anymore? I give up."
Acceptance	"It's happening and I can handle it."

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Patience



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Partnership



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## The Role of Routines

### What are Routines?

- Predictable
  - Functional
  - Happen many times across the day
- (Woods, Kashinath, & Goldstein, 2004)

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## The Role of Routines

### Types of Routines?

- Play
  - Caretaking
  - Social
  - Learning Activities
  - Community and Family
- (Jennings, Hanline, & Woods, 2012)

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## The Role of Routines

From Results Matter: Colorado Department of Education  
<https://www.cde.state.co.us/resultsmatter/blakesstory>

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### Consider:

1. How do the details of a family's daily life help you understand their experience?
2. How does your interaction with families:
  - Build on their strengths?
  - Help them deal with their challenges?
  - Support them in their daily lives?
  - Drive their vision for their child's future?

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### Strategies for Enhancing Systems of Support for Families of Young Children with Disabilities



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### Strategies for Engaging Families of Young Children with Disabilities

Supportive Transitions at Program Entrance

Two-Way Communication Systems

Collaboration with Families and Specialists

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### Supportive Transition at Program Entrance

- Welcoming strategies
- Presenting an inclusive physical environment
- Gathering relevant information
- Connecting with mentor family

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Individual Family Member Plan Plan # 00-000000	
Section 1: Identification/Information	
Child's Name	DOB
Parent's Name	Relationship
Address	City/State/Zip
Phone	
Section 2: Service Provider Information	
Referral Agency	Referral Number
Referral Date	Referral Status
Referral Description	Referral Source
Referral Contact	Referral Contact
Referral Contact	Referral Contact
Referral Contact	Referral Contact
Section 3: Service Details	
Service Name	Service Type
Service Location	Service Frequency
Service Start Date	Service End Date
Service Status	Service Notes
Section 4: Service History	
Service Name	Service Type
Service Location	Service Frequency
Service Start Date	Service End Date
Service Status	Service Notes

### Supportive Transitions at Program Entrance

- Partnering with early intervention providers
- Summarizing specialized services with an IFSP-At-A-Glance form
- Contact Information
- Service Providers
- Schedule
- Outcomes

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### Supportive Transitions at Program Entrance

- Implementing screening and referral practices
  - Why screening?
  - Screening tools
  - Referral practices
- Ensuring staff
  - Understand typical child development
  - Identify developmental red flags
  - Know how to share information with families (particularly difficult information)
  - Partner well with other professionals

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### Two-Way Communication Systems



- Provide multiple ways to communicate
- Are efficient & effective
- Promote strong relationships

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### Tools that Promote Two-Way Communication



#1 Communication Notebook

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### Tools that Promote Two-Way Communication



#2 Daily Note

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Tools that Promote Two-Way Communication



#3 LISTSERV

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Tools that Promote Two-Way Communication



#4 Social Media

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Collaboration with Families and Specialists

- Team Collaboration
- Home-School Partnerships
- Community Partnerships

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### Collaboration with Families & Specialists

ROUTINE	IFSP OUTCOME	STRATEGIES
Arrival		
Feeding		
Tummy Time		
Diapering		

- Teaming Strategies
- Routine Matrix for Infants
- Teaming on the fly
- Team meetings

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### Home-School Partnerships

- Emphasize child's physical health
- Physical activity play
- Nutrition
- Handwashing
- Toothbrushing

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### Community Partnerships

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### Professional Development Strategies for Staff



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# Some Strategies

- Specialized Training for Teaching Staff
- Coaching on Partnering with Families
- Resources to Support Conversations with Family Members

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## SpecialQuest

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest/building-relationships-families>

The screenshot shows the SpecialQuest website interface. At the top, it identifies the U.S. Department of Health & Human Services and the Administration for Children & Families. The main header includes 'HEAD START | ECLKC' and navigation links for 'About', 'Topics', and 'Policy & Regulations'. A central banner image shows a woman and a young girl talking. Below this, the 'Building Relationships with Families' section is highlighted, featuring an 'Outline' and a list of sessions from 1 to 9, such as 'Creating Bright Futures', 'Learning from Families', and 'Planning to Serve the Whole Family'.

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## Recorded Webinars from PACER

<http://www.pacer.org/livestream/archive.aspx>

The screenshot displays the PACER Center website's 'ARCHIVED LIVE STREAM EVENTS' section. It features three event cards with thumbnail images and titles: 'Mental Health and Transition-age Youth: Preparing for the Future', 'Working with Culture or Linguistically Diverse Families in Early Intervention and Early Childhood Special Education', and 'Getting and Keeping the Post-Job'. Each card includes a brief description of the event's content and a date.

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# Watch Me!

<https://www.cdc.gov/ncbddd/watchmetraining/index.html>

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# Being an Effective Mentor Coach



"A Mentor-Coach is a journey guide—someone who walks beside another on her journey. Mentor-Coaches support professional development and work to build excellence in the daily practice of teaching staff. Teachers benefit from the support they receive from a more experienced professional who helps them reach their goals and share their challenges."

-JoAn Knight Herron

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# Conversation Tips

[https://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/tip\\_stalkingparents.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/tip_stalkingparents.pdf)

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### Resources Especially for Child Care Providers and Preschools

Jun 9, 2017

Resources updated, June 2017

It's a wonderful thing, to care for children, help them grow and change and learn, and keep them safe on their way. For those of you who help families and children every day by providing child care to the young ones or working in preschools, the rest of us say a profound "thank you." What a job you do! And with our finest treasures, too--our children.



**Quick-Jump Links**

- About developmental delays and disabilities
- Legal issues and questions
- Approaching families
- Working with diverse families
- Helping children transition to next settings
- Resources on early childhood care

<http://www.parentcenterhub.org/childcare/#approach>

Wherever you work, children come to you with gifts, curiosity, challenges, and needs. They are small wonders, to be sure, and

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## We'd love to hear from you!

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