

EDEC 256

Student Competencies

The competencies you will demonstrate in this course are as follows:

- A. Identify diverse family and community characteristics.
- B. Compare and contrast diverse family structures.
- C. Examine how unconscious bias may impact interactions and relationships between early childhood professionals and the families with whom they work.
- D. Evaluate family-professional partnership communication strategies, both formal and informal.
- E. Identify community resources to support families.
- F. Practice problem solving and conflict resolution strategies.
- G. Analyze effective family partnership strategies that promote the inclusion of diverse families.
- H. Recognize the benefits of assessment partnerships between families and professional colleagues.
- I. Identify major theoretical concepts influencing family-professional partnerships.

Optional Resources for Expansion

EPIC-ECE Bank of Resources: ECE256

NAEYC position statements for [Developmentally Appropriate Practices \(4th Ed.\)](#), [Code of Ethical Conduct](#), [Advancing Equity in ECE](#), [Professional Stds and Competencies for EC Educators](#).

[Eastern Connecticut State University CECE videos](#)

Add ECLKC content - <https://eclkc.ohs.acf.hhs.gov/health-services-management/caring-our-children-basics/training-caregiversteachers-administer-medication>

[7.702 Child Care Licensing Rules and Regulations for centers \(<24 hours care\) \(Dec. 2021\)](#)

[CDPHE Rules and regulations governing health and sanitation in child care facilities](#)

Module 1

	Outcomes	Competencies
1	Identify how biases, judgments, and assumptions may affect your interactions with families.	A
2	Describe common perspectives and strategies of how working together to understand differences.	A
3	Explore formal and informal communication strategies.	D
4	Understanding importance of writing a letter to families about a child's accomplishment.	D

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
<p>Exploration: Learning in Partnership with Families – Lecture – Partnership, Attitudes, Communication, Relationships - Early Childhood Learning and Knowledge Center. (2018). Honoring perspectives. <i>ECLKC</i>. Retrieved from https://eclkc.ohs.acf.hhs.gov/family-engagement/father-engagement-strategies/honoring-perspectives</p> <p>WestEd. (1996). Protective urges: Working with the feelings of parents and caregivers. <i>WestEd Center for Child & Family Studies in collaboration with the California Dept. of Education</i>. Retrieved from https://www.youtube.com/watch?v=QJvNIK39Chs</p> <p>NAEYC. (2009). Developmentally appropriate practice in early childhood programs serving children birth through age 5. <i>NAEYC</i>. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf</p>	1,2,3,4
<p>Building Partnerships - https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/reflect-your-own-perspective</p>	1
<p>Partnerships for Change: https://eclkc.ohs.acf.hhs.gov/video/partnerships-change-listening-voices-families</p>	2,3
<p>NAEYC Welcome Children and Families to Classroom - https://www.naeyc.org/resources/pubs/tyc/jun2009/welcome-children-and-families</p>	2,4
<p>Choosing Quality Care - https://www.childcareaware.org/families/choosing-quality-child-care/</p>	1

Module 2

	Outcomes	Competencies
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1	Identify family/community resources.	E
2	Create parent meeting agenda for engaging families in their child's learning.	E
3	Engage in a relationship-based simulation and communication.	F
4	Identify theoretical concepts influencing family-professional partnerships.	I

Learning Materials	Module Learning Outcome(s) Alignment (use numbers from list above)
<p>Exploration Lecture: Chazan-Cohen, R., Jerald, J., & Stark, D. (2001). A commitment to supporting the mental health of our youngest children. <i>Zero To Three</i>, 22(1). Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/imh_rpt.pdf</p> <p>Early Childhood Learning and Knowledge Center. (2018). Conducting effective meetings. <i>ECLKC</i>. Retrieved from https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/conducting-effective-meetings#phase1</p> <p>Early Childhood Learning and Knowledge Center. (2018). Five ways to de-escalate a conflict. <i>ECLKC</i>. Retrieved from https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/five-ways-de-escalate-conflict</p> <p>Early Childhood Training and Technical Assistance System. (2018). Relationship-based competencies to support family engagement. <i>ECTTAS</i>. Retrieved from https://childcareta.acf.hhs.gov/resource/relationship-based-competencies-support-family-engagement-series</p> <p>NAEYC. (2009). Developmentally appropriate practice in early childhood programs serving children birth through age 5. <i>NAEYC</i>. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf</p> <p>NAEYC. (2009). Welcome children and families to your classroom. <i>NAEYC</i>. Retrieved from https://www.naeyc.org/resources/pubs/tyc/jun2009/welcome-children-and-families</p> <p>Yamauchi, L., Ponte, E., Ratliffe, K., & Traynor, K. (2017). Theoretical and conceptual frameworks used in research on family-school partnerships. <i>School Community Journal</i>, 27(2). Retrieved from https://files.eric.ed.gov/fulltext/EJ1165647.pdf</p>	1,2,3,4
<p>Family Engagement Toolkit: https://www.wested.org/resources/family-engagement-toolkit/</p>	1,4

Early Intervention: https://coloradoofficeofearlychildhood.secure.force.com/eicolorado/El_Home?lang=en	1
Special Quest Family Voices: https://www.youtube.com/watch?v=hqslASuH8-g	1,4
CDE Preschool Special Education Services: https://www.cde.state.co.us/early/preschoolspecialed	2
OEC: Supporting Soc/Emo Development - https://www.coloradoofficeofearlychildhood.com/OEC_Partners?p=Partners&s=Supporting-Social-Emotional-Development&lang=en	3,4
CCTAN – Relationship Based Competencies - https://childcareta.acf.hhs.gov/resource/relationship-based-competencies-support-family-engagement-series	2,4
CDC – Parent Engagement - https://www.cdc.gov/healthyschools/parent_engagement/pdf/parent_engagement_strategies.pdf	1, 2
DAP Cultivating good Relationships - http://www.kvccdocs.com/KVCC/2016-Summer/ECE200/Content/L-10/Relations-with-Family.pdf	4

Module 3

	Outcomes	Competencies
1	Identify effective strategies that promote the inclusion of diverse families.	B
2	Evaluate personal attitudes and competencies.	C, G
3	List outstanding family engagement practices.	B, C, G
4	Name and acknowledge potential biases.	C, G

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
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<p>Exploration Lecture: California Department of Education. (2013). A guide to culturally sensitive care. <i>CDE</i>. Retrieved from https://www.cde.ca.gov/sp/cd/re/documents/itguidesensitivecare.pdf.</p> <p>Colorado Department of Education. (2010). Expanding quality in infant toddler care initiative. <i>Expanding Quality for Infants and Toddlers</i>. Retrieved from http://www.cde.state.co.us/sites/default/files/documents/early/downloads/eqit/eqimplementationhandbook.pdf.</p> <p>Early Childhood Learning & Knowledge Center. (2010). DEC position statement on cultural and linguistic responsiveness. <i>ECLKC</i>. Retrieved from https://eclkc.ohs.acf.hhs.gov/culture-language/article/dec-position-statement-cultural-linguistic-responsiveness.</p> <p>National Association for the Education of Young Children. (2009). Developmentally appropriate practice in early childhood programs serving children birth through age 8. <i>NAEYC</i>. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf.</p> <p>National Association for the Education of Young Children. (2009). Welcome children and families into your classroom. <i>NAEYC</i>. Retrieved from https://www.naeyc.org/resources/pubs/tyc/jun2009/welcome-children-and-families</p> <p>US Department of Health & Human Services. (2018). Relationship-based competencies to support family engagement. <i>Early Childhood Training and Technical Assistance System</i>. Retrieved from https://childcareta.acf.hhs.gov/resource/relationship-based-competencies-support-family-engagement-series.</p>	<p>1,2,3,4</p>
<p>Culturally Responsive Strategies - https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies</p>	<p>1,2, 4</p>
<p>DEC Position Statement on Cultural and Linguistic Responsiveness - https://eclkc.ohs.acf.hhs.gov/culture-language/article/dec-position-statement-cultural-linguistic-responsiveness</p>	<p>1,2</p>
<p>Special Question - https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/specialquest/appendix-d.pdf</p>	<p>1, 3</p>

Module 4

	Outcomes	Competencies
1	Identify internal and external resources for families	E
2	Demonstrate knowledge of the benefits of assessment partnership with families and colleagues.	H
3	Describe the importance of positive relationships with families.	E
4	List resources available for families.	E, H

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
<p>Exploration Lecture: Early Childhood Learning & Knowledge Center. (2018). Getting started: Family engagement and positive goal-oriented relationships. ECLKC. Retrieved from https://eclkc.ohs.acf.hhs.gov/family-engagement/developing-relationships-families/getting-started-family-engagement-positive-goal</p> <p>National Association for the Education of Young Children. (2009). Developmentally appropriate practice in early childhood programs serving children birth through age 8. NAEYC. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf</p> <p>National Association for the Education of Young Children. (2009). Welcome children and families to your classroom. NAEYC. Retrieved from https://www.naeyc.org/resources/pubs/tyc/jun2009/welcome-children-and-families</p> <p>US Department of Health and Human Services. (2018). Relationship-based competencies to support family engagement. <i>Early Childhood Training and Technical Assistance System</i>. Retrieved from https://childcareta.acf.hhs.gov/resource/relationship-based-competencies-support-family-engagement-series</p>	1,2,3,4
CSEFEL - http://csefel.vanderbilt.edu/resources/family.html	1,4

NAEYC EC Curriculum, assessment and program evaluation - https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/CAPEexpand.pdf	2,4
Purpose of EC Assessment - http://www.cde.state.co.us/early/ecassessment-purpose	2
DEC Engaging Families as Assessment Partners - https://ectacenter.org/~pdfs/decrp/PG_Asm_EngagingFamiliesasAssessmentPartners_prac_print_2017.pdf	2, 3
Documenting Children's Learning - https://www.youtube.com/watch?v=RdOqkukZiE	2
NAEYC Understanding the Power of Parent Involvement - https://www.naeyc.org/resources/blog/understanding-power-parent-involvement	1,3,4
Relationship Based Practices - https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/relationship-based-practices	1,3

Module 5

	Outcomes	Competencies
1	Examine personal attitudes towards families to explore cultural differences in teaching practices	C
2	List Problem Solving Skills to Promote Positive Outcomes for Children	F
3	Discuss key messages about developing close relationships with families	C, F
4	Develop plan to incorporate effective activities and resources to support family involvement	C, F

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
Exploration Lecture: Early Childhood Learning & Knowledge Center. (2018). Getting started: Family engagement and positive goal-oriented relationships. ECLKC. Retrieved from	1,2,3,4

<p>https://eclkc.ohs.acf.hhs.gov/family-engagement/developing-relationships-families/getting-started-family-engagement-positive-goal</p> <p>National Center on Early Childhood Development, Teaching and Learning. (n.d.). Talking to children about similarities and differences. <i>ECLKC</i>. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/talking-about-differences.pdf</p> <p>National Association for the Education of Young Children. (2009). Developmentally appropriate practice in early childhood programs serving children birth through age 8. NAEYC. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf</p> <p>US Department of Health and Human Services. (2018). Relationship-based competencies to support family engagement. Early Childhood Training and Technical Assistance System. Retrieved from https://childcareta.acf.hhs.gov/resource/relationship-based-competencies-support-family-engagement-series</p> <p>Venninen, T., Leinonen, J., Ojale, M., & Lipponen, L. (2012). Creating conditions for reflective practice in early childhood education. <i>International Journal of Child Care and Education Policy</i>, 6(1), 1-15. Retrieved from https://link.springer.com/article/10.1007/2288-6729-6-1-1.</p> <p>WestEd. (2015). Helping early childhood educators deal with challenging behavior. <i>WestEd</i>. Retrieved from https://www.Wested.org/rd_alert_online/helping-early-childhood-educators-deal-with-challenging-behavior/.</p>	
<p>5 Step Problem Solving for Young Children - https://heartmindonline.org/resources/5-step-problem-solving-for-young-children</p>	2
<p>Infant Mental Health and Cultural Competence - https://www.zerotothree.org/resources/1599-infant-mental-health-and-cultural-competence</p>	1,3,4
<p>10 Steps to effective listening - https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/?sh=3ffe46153891</p>	1,3,4
<p>Child Care Aware – Covid 19 https://www.childcareaware.org/state/colorado/</p>	3,4
<p>SWOT Analysis - https://www.youtube.com/watch?v=I_6AVRGLXGA</p>	2

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