

Family Engagement &  
Successful Parent Meetings  
Diane Bellem, Director/Vice President,  
Georgia Training Institute

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Strengthening families

**I HAVE A ROLE TO PLAY.  
WE ALL DO.**



Photo by Prevent Child Abuse West Virginia

NATIONAL MOVEMENT  
for AMERICA'S CHILDREN  
movementforchildren.ning.com

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**Objective**

Gain awareness and understanding about these questions:

- What is family engagement? What it is not?
- What are the essentials of a successful parent meeting?
  - What makes it hard?
  - What makes it work?

**Family Engagement**

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Let's Start with Ourselves...

**What Buffers You?**  
**What Anchors You?**

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**HELP PARENTS AND CHILDREN ACHIEVE  
THEIR DREAMS TOGETHER**



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**What is Family Engagement?**  
**What is it not?**

It is a shared responsibility of families, schools, and communities, and is a continuous process that takes place from birth to young adulthood and crosses multiple learning settings, including the home and community.

Harvard Family Research Project (HFRP)

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**FAMILY ENGAGEMENT** means building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike.

It refers to the beliefs, attitudes, behaviors, and activities of families that support their children's positive development from early childhood through young adulthood.

Family engagement happens in the home, early childhood program, school, and community. It is a shared responsibility with all those who support children's learning.



Promote Family Engagement. November 2013

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**If you look at the challenges our country faces, we cannot solve them by putting people and putting issues in silos. We have to think about much higher leverage and impact. And thinking about two generations at once – that if you improve things for the parents, you improve life for their children, and, in fact, the other way around – is critical.**

— Hilary Pennington,  
Bill & Melinda Gates Foundation

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“We envision an America in which a legacy of economic security and educational success passes from one generation to the next.”



An Ascend at the Aspen Institute Report, page 3

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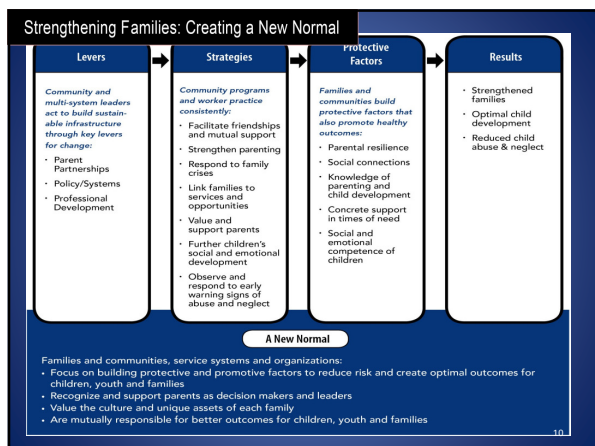
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**What are Protective and Promotive Factors?**

- Protective factors are conditions or attributes of individuals, families, communities or the larger society that mitigate or eliminate risk
- Promotive factors are conditions or attributes of individuals, families, communities or the larger society that actively enhance well-being
- *TAKEN TOGETHER, PROTECTIVE AND PROMOTIVE FACTORS INCREASE THE PROBABILITY OF POSITIVE, ADAPTIVE AND HEALTHY OUTCOMES, EVEN IN THE FACE OF RISK AND ADVERSITY.* CSSP

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**Protective Factors**

- *Parental resilience*
- *Social connections*
- *Concrete support in times of need*
- *Knowledge of parenting and child development*
- *Social and emotional competence of children*

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strengthening families

# Surround Families With Protective Factors

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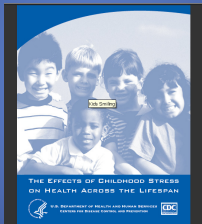
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## Positive Stress

Positive stress results from adverse experiences that are short-lived.



THE EFFECTS OF CHILDHOOD STRESS ON HEALTH ACROSS THE LIFESPAN  
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION

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## Tolerable Stress

Tolerable stress refers to adverse experiences that are more intense but still relatively short-lived. Examples include the death of a loved one, a natural disaster, a frightening accident, and family disruptions such as separation or divorce.



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### Toxic Stress

Toxic stress results from intense adverse experiences that may be sustained over a long period of time—weeks, months or even years.



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It's the Relationships and the Environment that Matters.

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### Relationships



Include    Involve  
Accept    Welcome

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## Environment

Space

Climate

Welcome

Caring



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Colorscape  
Aromascape  
Microclimates  
Soundscape  
Lightscape

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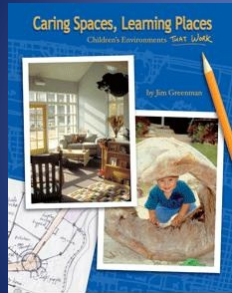
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**Caring Spaces, Learning Places**, by Jim Greenman, is a book of ideas, observations, problems, solutions, examples, resources, photographs, and poetry.

Here you will find best of current thinking about children's environments — 360 pages to challenge you, stimulate you, inspire you.

This is your book — directors, teachers, parents, trainers, faculty and consultants. Take it to bed. Wear it out. Expect dog ears in no time.

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**Safety, stability, and nurturing are three critical qualities of relationships that make a difference for children as they grow and develop.**

■ **Safety:** The extent to which a child is free from fear and secure from physical or psychological harm within their social and physical environment.

■ **Stability:** The degree of predictability and consistency in a child's social, emotional, and physical environment.

■ **Nurturing:** The extent to which a parent or caregiver is available and able to sensitively and consistently respond to and meet the needs of their child.



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{ PARENT TOOLKIT }

Welcome to PARENT TOOLKIT

Track Our Progress

**PARENT TOOLKIT**

This toolkit will help you navigate your child's journey from pre-kindergarten through high school. It is designed to help you track and support progress at each stage.

★ Get Started ★

<http://www.parenttoolkit.com/>

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align the Strengthening Families (SF) theory of change – the Protective Factor Framework into INTENTIONAL everyday work

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AN ASCEND AT THE ASPEN INSTITUTE REPORT

# TWO GENERATIONS, ONE FUTURE

MOVING PARENTS AND CHILDREN BEYOND  
POVERTY TOGETHER *An Ascend at the Aspen Institute Report*

**GATEWAYS TO TWO GENERATIONS  
THE POTENTIAL FOR EARLY CHILDHOOD PROGRAMS AND  
PARTNERSHIPS TO SUPPORT CHILDREN AND PARENTS TOGETHER**

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**Education:**

Parents' level of educational attainment—particularly postsecondary education—is a strong predictor of economic mobility.

Education that includes skill development linked to high-demand jobs with opportunities for advancement is key.



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**Economic Supports:**

These include housing, transportation, financial education and asset-building, tax credits, child care subsidies, student financial aid, health insurance, and food assistance.

They provide an important scaffold for families as they work to build the skills that lead to better jobs and longer-term financial stability.



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## Social Capital:

Social Capital builds on the strength and resilience of families, bolstering the aspirations parents have for their children.

- Peer support;
- Family, friends, and neighbors;
- Community and faith-based organizations;
- School and workplace contacts;
- Leadership and empowerment programs;
- Case managers or career coaches;
- Social networks such as cohort models and learning communities.




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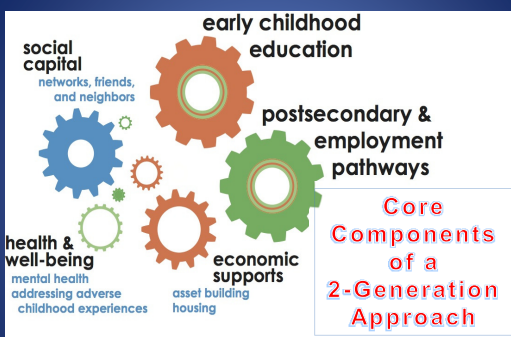
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## Children's Literature

Teachers can provide annotated bibliographies of appropriate books on a variety of topics to support families in difficult times and to help them identify books that might fit their needs.

<p><b>Age 2-3</b></p> <p><i>My Little Ant</i>, by P. Hoese &amp; H. Hoese. Ill. by D. Tilly. [1992] 2000. New York: Scholastic. Ages 2-3.</p> <p><i>What Are You So Grumpy About?</i> by T. Listerfeld. 2009. New York: Little, Brown. Ages 3-6.</p> <p><i>When Sophie Gets Angry—Really, Really Angry</i>, by M. Bang. 1999. New York: Scholastic. Ages 3-6.</p>	<p><b>Divorce</b></p> <p><i>The Days of Summer</i>, by E. Euring. Ill. by William Low. 2001. New York: Harcourt. Ages 5-8.</p> <p><i>Food Stays with Me!</i> by S. Coffin. Ill. by T. Trux. 2007. New York: Little, Brown. Ages 4-8.</p> <p><i>Two Homes</i>, by C. Masquel. Ill. by M. M. Denton. 2003. Cambridge, MA: Candlewick. Ages 4-8.</p>
<p><b>Death</b></p> <p><i>The Dead Bird</i>, by M. W. Brown. [1970] 2008. New York: Morrow. Ages 4-8.</p> <p><i>Goodbye Mookie</i>, by S. Harris. Ill. by J. Cisneros. 2004. New York: Aladdin. Ages 4-8.</p> <p><i>The Hickory Chair</i>, by L.R. Frattino. Ill. by B. Andrews. 2001. New York: Athol A. Lewis. Ages 5-8.</p> <p><i>It Always Love You</i>, by H. Wilhelm. 1988. Albuquerque, NM: Dragonfly. Ages 3-8.</p> <p><i>I Remember Miss Perry</i>, by H. Brown. Ill. by S. J. Woodson. 2006. New York: Dial. Ages 5-8.</p> <p><i>A Story for Rabbit: A book about Cuba</i>, by S. Pineda. Ill. by A. Balfanz. 2001. New York: Scholastic. Ages 4-8.</p> <p><i>The Teeth About Things About Berne</i>, by J. York. Ill. by E. Biequid. 1997. New York: Aladdin. Ages 3-6.</p>	<p><b>Illness in the Family</b></p> <p><i>Bear Feels Sick</i>, by K. Wilson. Ill. by J. Chapman. 2007. New York: Simon &amp; Schuster. Ages 3-6.</p> <p><i>My Little Grandmother: Other People</i>, by G. Lindbergh. Ill. by K. Brown. 2007. Cambridge, MA: Candlewick. Ages 3-6.</p> <p><i>How One Food, How the Other</i>, by T. DelPaola. [1991] 2006. New York: Foreman. Ages 3-8.</p> <p><b>Incarceration of a loved one</b></p> <p><i>Mama Loves Me from Away</i>, by P. Brown. Ill. by L. Casle. 2004. Monroeville, PA: Bayly Hill Press. Ages 4-8.</p> <p><i>Visiting Day</i>, by J. Woodson. Ill. by J. Ransome. 2002. New York: Scholastic. Ages 4-8.</p>

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## Invitations and Messages Home

- 3 x 3 Rule
- Send information and invitations
- three (3) times using three (3)
- different mediums.



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# INFORM

# INVOLVE

# INSPIRE



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**Resources/Ideas**

- Great Start Georgia [www.greatstartgeorgia.org](http://www.greatstartgeorgia.org)
- [www.Strengthening Families.net](http://www.StrengtheningFamilies.net)
- [www.naeyc.org](http://www.naeyc.org)
- Making Meaningful Connections  
[www.childwelfare.gov](http://www.childwelfare.gov) (2014 Resource Guide)
- Early Childhood Learning and Knowledge Center (Head Start) - National Center on Parent, Family, and Community Engagement (PFCE)  
<https://eclkc.ohs.acf.hhs.gov/>
- Let's Move <http://www.letsmove.gov>

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**Resources/Ideas**

- National PTA Family Engagement (Standards)
- [www.samhsa.gov](http://www.samhsa.gov) The Substance Abuse and Mental Health Services Administration
- Learn the Signs. Act Early. Center for Disease Control and Prevention, Developmental Milestones  
<http://www.cdc.gov/ncbddd/actearly/index.html>
- Campaign for Grade-Level Reading  
<http://gradelevelreading.net/our-work/state-level-outreach>
- [Beyond the Bake Sale](#)
- [School, Family and Community Partnerships](#). Joyce L. Epstein and Associates

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**Resources/Ideas**

- Poem, *Just Playing* by Anita Wadley  
<http://www.pragmaticmom.com/2010/09/just-playing-by-anita-wadley-poem-for-parents-of-small-children/>
- Keep Your Family Strong, Strengthening Families Illinois [www.keepyourfamilystrong.org](http://www.keepyourfamilystrong.org)

**For more information contact:**

- [The Georgia Training Institute at Sheltering Arms](#) 404 523-9906

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