Promising Prac*tice: Family Professional Partnership*
TA Support Resource

Key Points:
- Programs have some type of written policy to address inclusive services
- Programs have several different types of communications with families
- Programs share individual child progress and assessments with families
- Programs elicit family feedback about the program
- Programs have policies in place for families to connect with other families

Best Practices

The program has a written policy on inclusion and specific procedures for family concerns, priorities and children's progress. Several practices that encourage daily, bidirectional communication with families are included in those procedures. For example each child/family has a daily communication book in which families and teachers can exchange daily messages, including private notes. Other supports are in place like daily emails, information posted at the end of the day highlighting all children and there is a system in place to ensure that all children and their interests are represented. There are supports in place for staff to attend intervention meetings and communication is openly shared with families who are part of these teams. Progress meetings are routine and the program has a systematic way to encourage family involvement and information is shared in a culturally relevant manner. The program has a systematic way of collecting information from families on their priorities, concerns and resources to assist with meeting children's individual needs. Input from families is routinely gathered commenting on the quality of the program and the family's experience.

Look For…..
- Programs have procedures for communicating with families
- Programs support and encourage bi-directional communication practices
- Programs have systems in place for exchanging information about child's progress
- Programs have ways to identify family concerns and priorities

Guiding Questions for Team Discussion
- Are there any additional things that should be in your program's inclusion statement?
- In what way do you communicate with families about their child and are there any additional ways you might want to communicate?
- What assessments are you utilizing to record student progress and how do you share information from those tools with families?
- What are some examples of ways families can connect with the classroom, program and other families?

Self-Check
- ✓ Have I looked at our program's Inclusion Statement?
- ✓ Do I have a systematic approach on how I communicate with families about their child?
- ✓ Do I have at least one bi-directional communication method?
- ✓ Do I share positive comments and information with families (rather than only negative)?
- ✓ Do my families feel they are supported and interacted with in a respectful manner?

<div align="center">***Resources to Support***</div>

Checklists
[Communication for Teaming and Collaboration](#)
[Family Engagement Checklist](#)

Books/Articles
Book: [DEC Recommended Practices Monograph Families](#)
Book: [DEC Recommended Practices Teaming and Collaboration Monograph](#)
Article: [Policy Statement on Family Engagement](#)
Article: [Family Centered Practices or Working with Families Guide](#)

Video Clips/Modules/Webinars
Module: [CONNECT Module: Communication for Collaboration & Family/Professional Partnerships](#)
Module: [The IRIS Center: Collaborating with Families Module](#)
Module: [Building Family Capacity](#)

<div align="center">***Additional Information and Next Steps***</div>

- *What areas of strength are present in the current classroom relating to this practice?*
- *What additional support or resources are needed for professional learning and growth with this practice?*
- *What are the goals or next steps that want to be pursued with this practice?*

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