



Developing Structures to Support Family Partnerships

Presented by Patricia Montes Pate & Ana Marisol Sánchez

Hosted by  **EARLY EDGE**
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1

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- Our mission: To prepare all Dual Language Learners/English Learners in California to learn, thrive and lead.



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Purposes



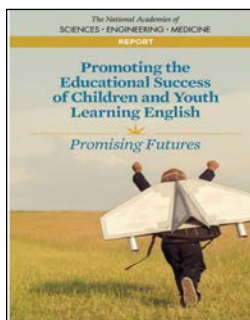
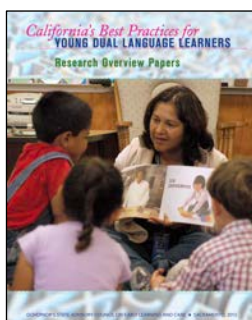
- Research on Family Engagement
 - Families of Dual Language Learners (DLL)
- Share resources that support building strong family partnerships
 - State & Federal
 - SEAL strategies

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Research on Family Engagement



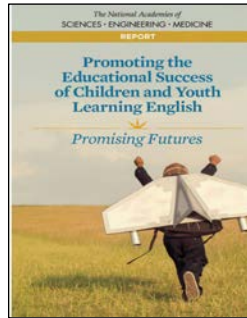
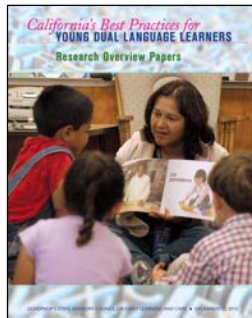
- Strong connections between DLL families and schools are associated with important benefits for children.
 - academic achievement (*early literacy, cognitive & language development, social-emotional skills*)
 - preservation of their language and culture

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Research on Family Engagement



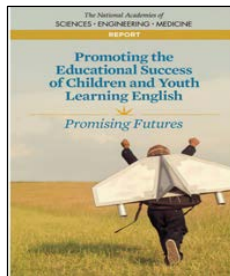
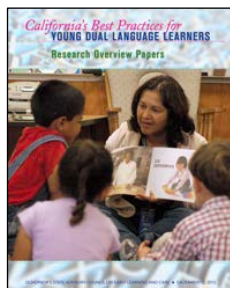
- DLL families participate in their children's educational programs at lower rates than families whose members are not DLLs.
 - Body of literature did not take into consideration the unique challenges faced by DLL families when interacting with education program

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Research on Family Engagement



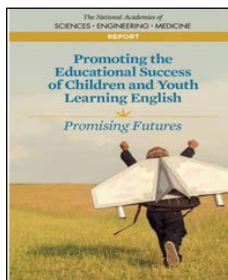
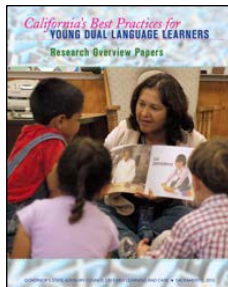
- Language barriers, lack of linguistically diverse staff & interpreters
- Different definitions & views of family engagement
- Nontraditional strategies are not recognized as family involvement
- Issues related to the families' educational histories
- Different cultural norms
- Some DLL families report that educational programs are not welcoming.

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Research on Family Engagement



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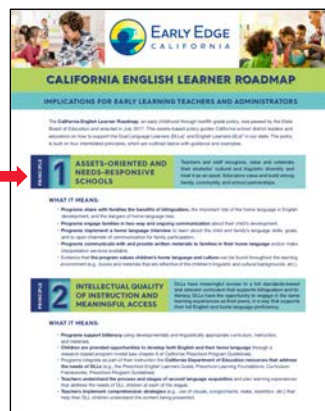
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Six Characteristics of Family Engagement

1. Joint decision making
2. Regular two-way communication
3. Collaboration and exchange of knowledge
4. Learning in home and in the community
5. Joint family-program goal setting
6. Professional development

7

English Learner Roadmap – Principle #1



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Assets-Oriented & Needs-Responsive Schools

- Share the benefits of bilingualism with families
- Engage families in two-way & ongoing communication
- Implement a home language interview
- Communicate with & provide written materials to families in their home language
- Evidence that the program values children's home language and culture

8

Guideline 4: Engaging Families & Communities



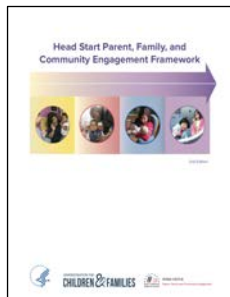
1. Build trusting collaborative relationships.
2. Value the role of families.
3. Create a climate in which families members feel empowered & comfortable as advocates for their children.
4. Support teachers' responsiveness to the families' goals.
5. Use effective communication strategies that reflect the diversity of families served.
6. Provide a welcoming space.
7. Provide information about their children's learning & development.
8. Support & are advocates for strong families.
9. Engage families in supporting their home language.

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9

Head Start Parent, Family, and Community Engagement Framework



Family Outcomes

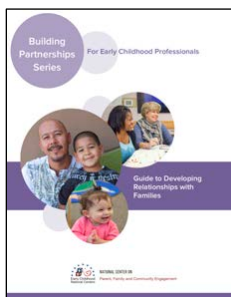
1. Family Well-Being
2. Positive Parent-Child Relationships
3. Families as Lifelong Educators
4. Families as Learners
5. Family Engagement in Transitions
6. Family Connections to Peers and Community
7. Families as Advocates and Leaders

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10

Guide to Developing Relationships with Families



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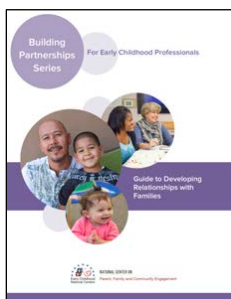
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Strengths-Based *Approach*

- Acknowledging the strengths of families first
- Respecting & learning from differences
- Showing openness to adapting practice based on family preferences
- Sharing decision-making
- Approaching families as equal & reciprocal partners in support of their child

11

Guide to Developing Relationships with Families



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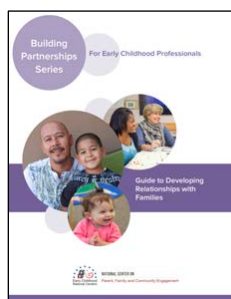
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Strength-Based *Attitudes*

- All families have strengths.
- Families are the first and most important teachers of their children.
- Families are our partners with a critical role in their child's development.
- Families have expertise about their child and family.
- Families' contributions are important and valuable

12

Guide to Developing Relationships with Families



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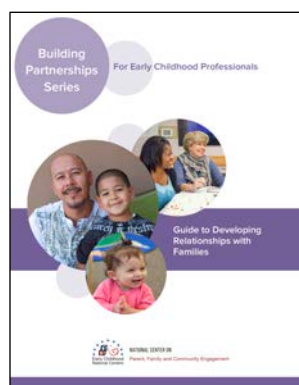
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Relationship-based Practices

- Focus on the family-child relationship.
- Observe and describe the child's behavior to open communication with the family.
- Reflect on the family's individual and cultural perspectives.
- Reflect on your personal and cultural perspectives.
- Support parental competence.
- Value a family's passion.

13

Tools to Guide Relationship-based Practices



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2 Tools: Relationship-based Practice #2

Reflect on the Family's Perspective

Description

Families share their children and themselves with us as soon as they join our program. They trust us with their hopes, fears, and challenges. We can work toward strong partnerships by showing genuine interest in families – their goals, values, and dreams for their family.

We can gain a better understanding of the child and family if we listen to the family's perspectives. Both the staff and the family benefit from taking the time to consider each other's perspectives.

This practice is particularly useful when cultural differences in child-rearing and family roles emerge. Issues such as education, discipline, social behavior, and even the goals of learning vary a great deal within a multicultural society. All families bring their beliefs and values to discussions about their child.

Actions

- Invite families to share their perspectives on their child's behavior and development.
- Use the family's observations and interpretations to inform how to foster the child's healthy development.
- Before sharing data about a child, consider why you think the information is important and whether it will be important to the child's family in the same ways.
- Invite families to share insights about their child. Partner with families to set goals and make decisions.
- Ask family members what they would like to know about the program and other services in the community.

Examples

"I wanted to talk with you about Michael's progress in learning to get along with the other children. I've seen a lot of changes. I wondered what you've been thinking about this."

"Jacqueline is working so hard to learn to do things by herself. This morning she wanted to put her coat on all by herself. She got very frustrated and started to cry. I wanted her to be successful and, at the same time, I needed to go outside to help supervise the other children. She was very determined. I want to learn from you about what you do if you see Jacqueline struggling with this. We'd really like to work together on this with you. What do you do at home?"

"Last month you mentioned that you were going to learn more about the community center in your neighborhood. I'm curious if you found any programs that your family is interested in?"

"I wanted to follow up with you on our conversation about toilet learning last week. Can you tell me how you think it's going for Felipe?"

14

SEAL and Family Partnerships

Building **strong family partnerships** between families & schools to support children's success while also valuing the home language and culture of every family and child.



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15

SEAL Strategies for engaging in Family Partnership

- Offering guidance for teachers in creating classroom environments and activities that incorporate the cultures and community experiences of their students, and that allow students to connect their life at home to their life at school
- Instituting volunteer systems
- Designing visitation opportunities that regularly invite families to visit and participate in various family activities.
- Utilizing multiple forums for teacher-family communication including weekly newsletters, posted photos of class activities, family conversations and home-school projects related to themes being studied
- Planning evening events that engage families in fun, interesting, and high-level academic activities
- Providing family workshops

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16

Family Conversations and Projects

- Family activities that promote oral language
 - open-ended--no right/wrong answers
 - do not require background knowledge
 - occur in their HOME LANGUAGE



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17

Family Workshops

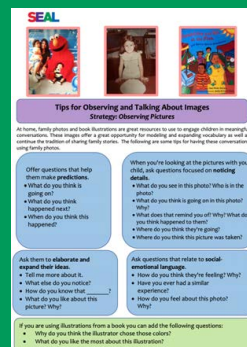
Facilitator

Strategies that support Oral Language Development

1. Observing Pictures
2. Extended language interactions
3. Draw and Dictate

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Home



Families engage in their home language

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18

Family Workshop Structure

Facilitator Resources

Parent Workshop Strategy: Observing Pictures	
Who:	Content per section
Approximate Time	
Teacher/facilitator	Opening: personal connection Facilitator offers an opening to connect with families ♦ How are you doing? ♦ Name something that brings you comfort. ♦ What is bringing you joy right now?
Teacher/ facilitator (5-10 mins)	Key Points to share • Observing and talking in detail about photographs and illustrations in books are powerful ways to engage preschoolers in meaningful conversations. • The use of images helps children engage in seeking knowledge and understanding through images, developing their observation skills and noticing details to make sense of what they see. • A child's efforts to look closely at images is the beginning of analytical reading and as they practice the skill of adding detail, they are building a strong foundation for future writing. • We recommend that conversations occur in your home language.
Facilitator Models Interactive Reading (15 ins)	Modeling Teacher/facilitator uses their own family photo(s) or illustration in a book to model engaging in observing pictures focused on: - make predictions - noticing details - elaborate and expand their ideas - social-emotional language Model questions and prompts

1. Connect with families

2. Share purpose & key points

3. Model

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19

Family Workshop Structure

Facilitator Resources

Participants (10 mins)	Questions and ideas: • Participants have an opportunity to ask questions • Participants are invited to offer additional ideas of how to engage in observing pictures
Participants (15 mins)	Participants Practice • Parents practice with child
Facilitator	Final Questions • Share ways that you will be providing the strategy information
Materials Needed • Family photos • Any book you have available at home that contains interesting illustrations • Images that you have available either from your phone or on any electronic device	

4. Questions and ideas

5. Families practice

6. Final Questions

Materials Needed

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20

Family Workshop #1 Observing Pictures

Purpose:

- practice the skill of observing and noticing details
- helps children engage seeking knowledge and understanding
- supports early literacy development

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21

Observing Pictures (photos and/or illustrations)

Focus on one or more aspects of observation:

- noticing details
- making predictions
- elaborating and expanding on ideas
- social-emotional language

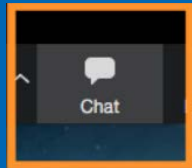
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Observing Pictures (photos)

Facilitator shares photos and models key aspects of strategy



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Reflection Questions for Families

- How did the mother extend the children's language and vocabulary?
- How else might she have supported their language development?
- What experiences have you had extending your child's language?
- How might you extend language interactions with your child?


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24

Family Resource: Observing Pictures

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Consejos para observar fotos e ilustraciones
Estrategia: Observando Imágenes

En casa, las fotos de la familia y las ilustraciones de los libros son grandes recursos para involucrar a los niños en conversaciones significativas. Estas imágenes ofrecen una oportunidad para modelar y ampliar el vocabulario, así como para continuar la tradición de compartir historias familiares. A continuación se ofrecen algunos consejos para mantener estas conversaciones utilizando fotos familiares:

Ofrezca preguntas que les ayuden a hacer predicciones.

- ¿Qué crees que está pasando?
- ¿Qué crees que pasó después?
- ¿Cuándo crees que ocurrió esto?

Cuando vea las fotos con su niño, haga preguntas centradas en notar detalles.

- ¿Qué ve en esta foto? ¿Quién está en la foto?
- ¿Qué crees que está pasando en esta foto? ¿Por qué?
- ¿A qué les recuerda eso? ¿Por qué?
- ¿Qué crees que les pasó?
- ¿A dónde crees que van?
- ¿A dónde crees que se tomó esta foto?

Pídales que elaboren y amplíen sus ideas.

- Cuéntame más al respecto.
- ¿Qué más notas?
- ¿Cómo sabes que _____?
- ¿Qué te gusta de esta foto? ¿Por qué?


Haga preguntas relacionadas con el lenguaje socio-emocional.

- ¿Cómo crees que se sienten? ¿Por qué?
- ¿Ha tenido alguna vez una experiencia similar?
- ¿Cómo se sienten con esta foto? ¿Por qué?

Si está utilizando ilustraciones de un libro puede añadir las siguientes preguntas:

- ¿Por qué crees que el ilustrador eligió esos colores?
- ¿Qué es lo que más te gusta de esta ilustración?

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Tips for Observing and Talking About Images
Strategy: Observing Pictures

At home, family photos and book illustrations are great resources to use to engage children in meaningful conversations. These images offer a great opportunity for modeling and expanding vocabulary as well as continue the tradition of sharing family stories. The following are some tips for having these conversations using family photos.

Offer questions that help them make predictions.

- What do you think is going on?
- What do you think happened next?
- When do you think this happened?

When you're looking at the pictures with your child, ask questions focused on noticing details.

- What do you see in this photo? Who is in the photo?
- What do you think is going on in this photo? Why?
- What does that remind you of? Why? What do you think happened to them?
- Where do you think they're going?
- Where do you think this picture was taken?

Ask them to elaborate and expand their ideas.

- Tell me more about it.
- What else do you notice?
- How do you know that _____?
- What do you like about this picture? Why?

Ask questions that relate to social-emotional language.

- How do you think they're feeling? Why?
- Have you ever had a similar experience?
- How do you feel about this photo? Why?

If you are using illustrations from a book you can add the following questions:

- Why do you think the illustrator chose those colors?
- What do you like the most about this illustration?

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25

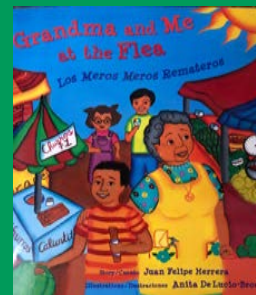
Observing Pictures

In their HOME Language

With family photos or books, families ask questions that help children observe pictures and illustrations more closely

Focus can be on:

- make predictions
- noticing details
- elaborate & expand their ideas
- social-emotional language



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26

Family Workshop #2: Extended Language Interactions

Purpose:

- Support children with engaging in meaningful conversations
- Exposes children to interactions where they
 - expand their vocabulary
 - focus on a topic through multiple exchanges
 - hear various ways of verbalizing thoughts

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27

Extended Language Interactions

- Encourage back & forth exchanges
- Extend children's language
- Invite children to talk about what they are doing
- Encourage higher-level thinking

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Family Resource: Extended Language Interactions


FACILITATING "THICK" CONVERSATIONS

Children benefit from "thick" conversations. Thick conversations are characterized by giving children many chances to speak and communicate, asking open-ended questions, encouraging them to think and imagine, and having many back-and-forth exchanges. Here are four key strategies to engage children in thick conversations in English or in their home language.

- 1. ENCOURAGE BACK-AND-FORTH EXCHANGES.**
 - Tune into children's interests and experiences and talk about them.
 - Take turns communicating.
 - Show that you are interested in what they are doing and listening to what they say.
 - Provide time for children to respond.
- 2. EXTEND CHILDREN'S LANGUAGE.**
 - Expand on children's words or their attempts at words by adding a little more. For example, if the child says "Ball", you can say "the blue ball is bouncing".
 - Add new vocabulary words to the ones children are already using when talking to them.
 - Recast children's language using correct grammar.
- 3. INVITE CHILDREN TO TALK ABOUT WHAT THEY ARE DOING.**
 - Comment on what children are doing.
 - Ask children questions about what they are doing, what they did before, and what they plan to do next.
 - Encourage children to make comparisons and consider other possibilities.
- 4. ENCOURAGE HIGHER-LEVEL THINKING.**
 - Help children make connections between what is happening in the classroom and what is happening in their home or community.
 - Explain your thinking process.
 - Introduce new concepts or ideas.

HERE'S ONE WAY TO TURN A TRICK CONVERSATION...

Adult: Do you want to play with the bear?
Child: Yes.
Adult: What color is it?
Child: Blue.
Adult: Who will ride in the boat?
Child: The man.



... INTO A THICK CONVERSATION.

Adult: Which toy do you like to play with the most?
Child: The boat.
Adult: Oh, the boat is your favorite. What will you do with the boat?
Child: The man is going to ride on it.
Adult: Where is the man traveling?
Child: Into the bubbles.
Adult: The bubbles are dense. Watch out!
Child: Help! The man is falling out!
Adult: Oh no! Who will rescue the man?
Child: I'll get the whale!
Adult: The whale is the hero!


CÓMO FACILITAR CONVERSACIONES FLUIDAS

Los niños se benefician con las conversaciones "fluidas." Las conversaciones fluidas se caracterizan por darles a los niños muchas oportunidades de hablar y comunicarse, plantear preguntas abiertas, animarlos a pensar e imaginar y sostener un diálogo con muchos intercambios verbales. A continuación encontrará cuatro estrategias clave para lograr la participación de los niños en conversaciones fluidas en inglés o en su lenguaje materno.

- 1. ALIENTE EL INTERCAMBIO VERBAL.**
 - Concédiese en los intereses y las experiencias de los niños y hable de esos temas.
 - Tome turnos al comunicarse.
 - Muestre que le interesa a usted lo que los niños están haciendo y escuche lo que ellos le digan.
 - Deje pasar un tiempo para permitir que los niños respondan.
- 2. AMPLÍE EL LENGUAJE DE LOS NIÑOS.**
 - Amplíe las frases que digan los niños o sus intentos de pronunciar palabras, agregando un poco más. Por ejemplo, si el niño dice: "Pelota", usted puede decir: "¡La pelota azul está reboteando!".
 - Durante las conversaciones, agregue nuevas palabras de vocabulario a las palabras que los niños ya utilizan.
 - Repita lo que el niño diga, utilizando la gramática correcta.
- 3. INVITE A LOS NIÑOS A HABLAR ACERCA DE LO QUE ESTÁN HACIENDO.**
 - Comente acerca de lo que los niños están haciendo.
 - Pregunte a los niños acerca de lo que están haciendo, lo que hicieron antes y lo que piensan hacer después.
 - Anime a los niños a hacer comparaciones y a considerar otras posibilidades.
- 4. ALIENTE A LOS NIÑOS A PENSAR A UN NIVEL MÁS AVANZADO.**
 - Ayude a los niños a establecer conexiones entre lo que sucede en el salón de clases y lo que sucede en su hogar o comunidad.
 - Explique su proceso de pensamiento.
 - Explórenlos a nuevos conceptos o ideas.

¡AHÍ LE VERA UNA MANERA DE CONVERTIR UNA CONVERSACIÓN POCO FLUIDA...

Adulto: ¿Quieres jugar con el barco?
Niño: Sí.
Adulto: ¿De qué color es?
Niño: Azul.
Adulto: ¿Quién irá de viaje en el barco?
Niño: El hombre.



... EN UNA CONVERSACIÓN FLUIDA.

Adulto: ¿Con cuál juguete te gusta jugar más?
Niño: El barco.
Adulto: Ah, el barco es tu favorito. ¿Qué vas a hacer con el barco?
Niño: El hombre va a viajar en él.
Adulto: ¿Adónde viaja el hombre?
Niño: Hacia las burbujas.
Adulto: Las burbujas son densas. ¡Cuidado!
Niño: ¡Secorrrr! ¡El hombre se cae!
Adulto: ¡No puede ser! ¿Quién va a rescatar al hombre?
Niño: ¡Voy por la ballena!
Adulto: ¡La ballena es la heroína!


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Extended Language Interactions

In their HOME Language

- When a child is engaged in an activity, start a conversation by asking the child *"What are doing?"*
- Follow the child's lead
- Take turns communicating
- Provide time for children to respond



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Family Workshop #3: Draw and Dictate

Purpose:

- Supports early literacy
 - helps children understand that what they say can be turned into print
 - Offers exposure to experiences in which they see print take on meaning

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Draw and Dictate

- Ask permission before writing on child's paper
- Write exactly what they say
- Prompt them to say more by asking questions to elicit more language
- Notice their language progress and share with teacher

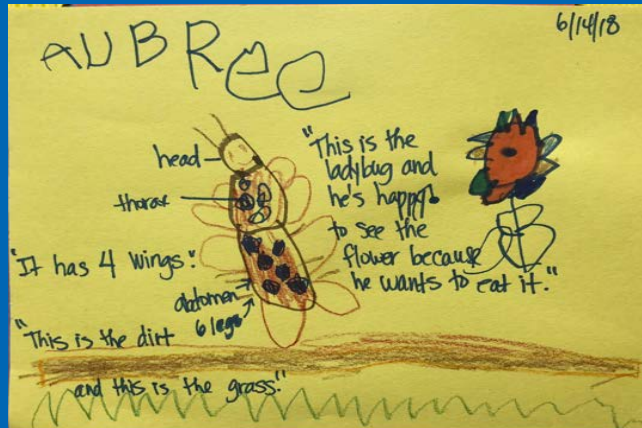
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Draw and Dictate

Facilitator shares key points and models.



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Family Resource: Draw and Dictate

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Consejos para involucrar a niños en el dictado Estrategia: Dibujar y dictar

En casa, a través del proceso de dictado, los niños experimentan la transformación de sus palabras en texto, logrando establecer una fuerte correspondencia entre sonido-texto. Es algo muy emocionante y poderoso para un niño el ver que sus palabras que se convierten en escritura, y luego ver que estas sean leídas de nuevo. ¡Se están convirtiendo en AUTORES!

El dictado puede ocurrir después de una actividad o después de leer un libro, para que el niño tenga algo de lo que dibujar y hablar. Las posibles indicaciones pueden ser sobre:

- ¿Cuál fue tu parte favorita de la historia?
- ¿Quién fue tu personaje favorito?
- ¿Qué viste durante nuestro paseo?
- ¿Cuál fue tu comida favorita?

Pídeles que elaboren y amplíen sus ideas.

- Cuéntame más al respecto.
- ¿Qué más puedes decirme?
- ¿De qué se trata esta parte del dibujo?

Una vez que el niño haya terminado. Pídale que escriba su nombre al final de la página, como un autor (o usted puede escribir su nombre).

También puede ocurrir en situaciones más informales en las que un niño dibuja y el padre le pregunta si quiere contarle su dibujo y luego el padre lo convierte en un texto.

- ¿Qué estás dibujando?
- Cuéntame sobre lo que estás dibujando.

Es importante escribir exactamente lo que el niño dice.

- Esto NO es el momento de corregir su lenguaje o gramática
- Invite a los niños a compartir libremente

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Tips for engaging children in Dictation Strategy: Draw and Dictate

At home, through the process of dictation, children experience their words turning into text, making a strong sound-text correspondence. It is an exciting and powerful thing for a child to see their words turn into writing, and then having it read back to them. They are becoming AUTHORS!

Dictation can happen after an activity or after reading a book, so the child has something to draw and talk about. Possible prompts can be about:

- What was your favorite part of the story?
- Who was your favorite character?
- What did you see during our walk?
- What was your favorite food?
- Draw a picture of our family.

Ask them to elaborate and expand their ideas.

- Tell me more about it.
- What else can you tell me?
- What is this part of the picture about?

Once the child is finished. Ask him to write his name at the bottom of the page, just like an author (or you can write his name).

It can also occur in more informal situations where a child draws and the parent asks the child if they would like to tell about his drawing and then the parent turns it into text.

- What are you drawing?
- Tell me about what you are drawing.

It's important to write down exactly what the child says.

- This is NOT the time to correct their language or grammar.
- Invite children to share freely

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Questions?



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Thank You



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38