

Facilitator Guide: Relationship-Based Family Child Care Provider Support

This facilitator guide may be helpful if you are leading a group of specialists through the module: Relationship-Based Family Child Care Provider Support. Throughout the guide there will be **PAUSE POINTS** where small or whole group discussions can take place, or where the module handouts can be worked through as a group.

Some notes about preparing to facilitate a group using this module:

- Download and print the facilitator guide and handouts for the module.
- Make enough copies of each of the four handouts for the group.
- Be sure you have a large enough screen for the group to see clearly.
- Check that your Internet access is adequate for running the module and accessing linked content.
- The module is expected to take approximately one hour for an individual, but more time should be allotted for a group to allow for deeper conversations around the topics. The leader who is facilitating the group should go through the module first to determine which activities and pause points will be used given the amount of time the group has.
- The slide numbers and titles are listed so you can follow along and know when to pause the module to have a discussion or complete an activity as a group.

Welcome your group.

Let them know there will be points that the module will be paused to allow for the group to complete activities and discuss in small groups or as a whole group.

1. Title slide: Relationship-Based Family Child Care Provider Support
2. On Camera Welcome
3. Goals for this module
4. The Power of Visits

PAUSE POINT

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Discussion:

- What do you typically do when you visit a provider in their family child care home?
 - If paperwork is something that usually is the focus of the visit, what are other ways that the paperwork can get done outside of the visit? (Invite the group to share or brainstorm ideas about strategies for addressing paperwork at a different time).
 - Who can share a story in which a visit opened up an opportunity to support a provider that would have been missed had you not been on a home visit?
4. Why a relationship-based approach to support?
 6. “People don’t care how much you know, until they know how much you care” -Teddy Roosevelt
 7. Trust
 8. Power on, power for, power with – Eve Trooks
 9. Getting to know the FCC providers you work with

PAUSE POINT

Use **HANDOUT 1: Getting to Know Family Child Care Providers**

Ask the individuals in the group to pause and reflect on a provider they work with, and then write responses to these questions on the handout:

- What is something they are interested in or passionate about besides working with children?
 - What is something you have in common with this provider?
 - What is something you have learned from this provider?
 - What is a goal or aspiration that this provider has?
10. Now that you have taken a moment to reflect, write down two or three open ended questions you can ask the provider on your next visit with them.

PAUSE POINT

Discussion:

Share ideas about the kinds of questions you might ask a provider considering the answers individuals wrote on the first half of the handout.

11. “Many Right Ways” – Video Clip with Eva Daniels

12. Collaborative Goal Setting
13. Video clip of collaborative goal setting
14. Plan with the goal in mind
15. Establish ways of working together

PAUSE POINT

Use **HANDOUT 2: Planning a Visit**

Ask the group to look at the handout and try filling it out for an upcoming visit to a provider's family child care home.

Discussion:

How might this type of planning be helpful as you prepare to visit a provider?
What would you change or add?

16. Don't draw on somebody else's paper
17. "Do unto others as you would have others do unto others" –Jeree Pawl (1995)
18. Pause and reflect

PAUSE POINT

Discussion:

- Think about a provider you work with and the ways you have worked together that have been meaningful and effective.
- How do you know that this way of working together is helpful?
- How did you and the provider determine how to work together?

19. Resources to share with providers

PAUSE POINT

(Decide as a group whether you have enough time to look at all three resources or if your group would like to select one. Alternatively, if individuals have computer access, small groups may explore one of the resources and then share with the group how they might use this with a provider on a visit.)

Explore the resources:

- **The Power of Open-Ended Materials:** PDF resource that is a Research to Practice statement connecting research about the benefits of open-ended materials play with practical examples and suggestions for a family child care home.
- **Talking About Sharing:** Quick Clip video resource filmed in a license-exempt family child care home that demonstrates a strategy that a provider used to help a toddler and a three year old negotiate sharing.
- **Top Five Things to Include in Your Contract:** PDF resource that is a Tip Sheet created by family child care providers with their suggestions for the most important things to include in a contract with a family who is joining their program.

Discussion:

- How can you use this resource with a provider you work with?
- What other resources have individuals in the group found to be helpful?

20. Having Difficult Conversations

21. Effective strategies for engaging in difficult conversations

22. Activity: Difficult Conversations

PAUSE POINT

Use **HANDOUT 3: Difficult Conversations Activity**

Discuss these scenarios in small groups. Then ask groups to summarize their scenario and their responses for the whole group.

23. A story of relationship based support

23. Reflecting on your work with providers: Self-Evaluation

PAUSE POINT

Use **HANDOUT 4: Family Child Care Home Visit Self Evaluation**

Ask the individuals in the group to reflect on a recent visit to a provider home and try filling out the self-evaluation.

Discussion:

- How did it feel to fill out the self-evaluation?
- What insights might you gain from using this type of self-reflection tool?

Please note: This handout is available for specialists to download and for personal use; it is not meant for distribution.

24. On Camera Thank You

25. Resources

26. References:

Bromer, J., & Korfmacher, J. (2017). Providing high-quality support services to home-based child care: A conceptual model and literature review. *Early Education and Development*, 28(6), 745-772.

Erikson, E. (1963). *Childhood and Society*. New York: WW Norton & Company.

Modigliani, K., & Moore, E. (2004). *Many right ways: Designing your home child care environment*. Columbia, MD: Enterprise Foundation.

Pawl, J. H. (1995). On supervision. Educating and supporting the infant/family work force: Models, methods and materials. *ZERO TO THREE*, 15(3), 21-29.

Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V. K., Christiansen, K., Boyce, L. K.,... & Hallgren, K. (2014). *Home Visit Rating Scales-Adapted & Extended to Excellence (HOVRS A+ v2. 0)*. Unpublished measure.

Trooks, E. (1983). Understanding teachers' use of power: A role playing activity, in Jones, E. (1983). *On the Growing Edge: Notes from College Teachers Making Changes*. Pasadena, CA: Pacific Oaks College and Children's School.