

## Relationship-Based Family Child Care Provider Support: Reflective Practice

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THIS WORK WAS MADE POSSIBLE BY THE GENEROUS SUPPORT  
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## Looking Into Family Child Care

- \*Orientation to Family Child Care
- \*What is Family Child Care?
- \*Trauma in Children
- \*Social Emotional Development and Behavior in Children
- \*Engagement of Providers, Part 1 & 2
- \*Working with Mixed Age Groups
- \*Cultural Considerations
- \*Relationship-Based Family Child Care Provider Support

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### Why Relationships Matter

- **Strong professional-client relationships found to increase effectiveness of service delivery across fields**
  - Mental health consultation & counseling
  - Early childhood coaching
  - Child welfare
  - Home visiting
- **Outcomes that may be associated with relationship-based practice:**
  - Improved practitioner sensitivity (teacher, provider)
  - Improved environment quality
  - Improved practitioner efficacy
  - Reduced stress
  - Family participation in services
  - Child or parental well-being

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## Use home visiting research as a guide



John Biggers, Shotguns, 1987

### Assumes:

- Providers (like parents) need guidance
- Support is provided at multiple levels
- Relationship-based approach becomes a model for practice

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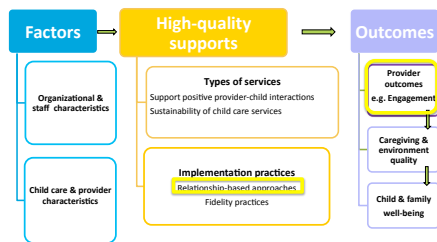
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## Conceptual Model for High-Quality Support to Family Child Care



Adapted from Bromer, J. & Korfmacher, J. (2017). Providing high-quality support to home-based child care: A conceptual model. *Early Education & Development*.

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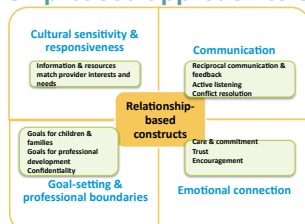
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## Relationship-based approach to support




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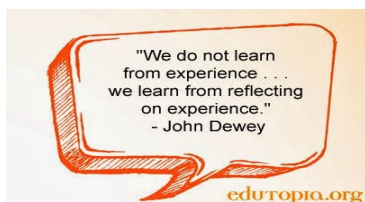
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### What is reflective practice and what does it have to do with building a relationship with and supporting family child care providers?



- <http://edshare.soton.ac.uk/11124/1/index.htm>

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### Donald Schon: The Reflective Practitioner (1983)



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### Study of Reflective Practice at Erikson Institute:

- 28 students, 18 faculty, 27 alumni
- Focus groups and written responses to questionnaire
- Grounded theory approach using coding to identify categories
- Research questions:
  - What is reflective practice?
  - How does the development of reflective practice capacities impact practice with children and families?

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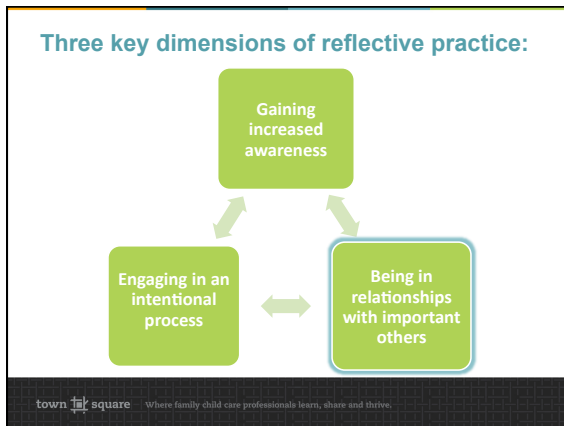
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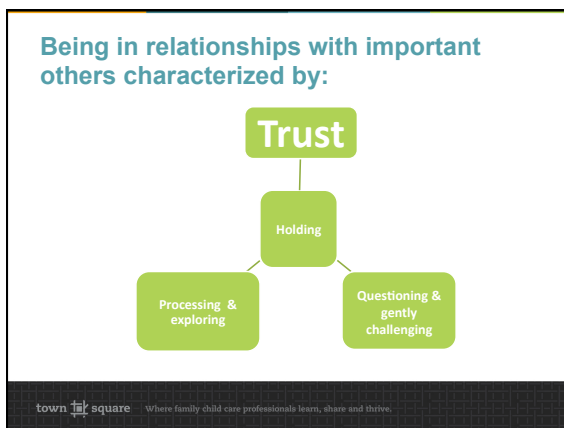
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**Reflective practice fostered through relationships for learning that involve:**

- Regularity
- Reflection
- Collaboration

• (Fenichel, 1992, p. 9; Heller & Gilkerson, 2009)

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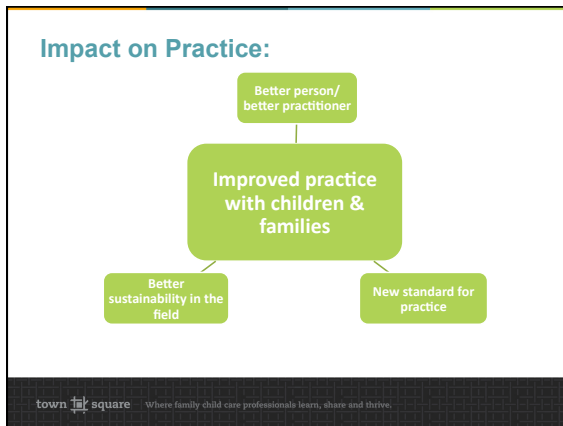
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### Reflective Practice and Relationship-Based Support in Action:

- Stories from the field

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### Thank you for joining us!

- Visit: [TownSquareLL.org](http://TownSquareLL.org) for additional professional development for Family Child Care Specialists available on the Grow page

**Orientation to Family Child Care**

This module orients trainees to the core elements of practice for family child care providers. It also guides the trainee in supporting staff in ongoing discussions of what they know and how they think about some key aspects of family child care. *Note: there are no CEUs for this module and it will not be sent to your Gateway PDS.*

[Enter the module](#)

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**What is Family Child Care?**

This module invites us to think about what we know about family child care, the features that make it unique and different from center-based care, the advantages in nurturing children's development, and the role of agency staff in supporting providers. *Note: there are no CEUs for this module and it will not be sent to your Gateway PDS.*

[Enter the module](#)

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**Engagement of Providers, Part I & II**

This module focuses on provider engagement as a collaborative dialogical process that invites us to go deeper into the provider's experience, explore our own reactions, and imagine new perspectives. We also explore the power of empathy for joining with providers and the potential of asking questions for developing shared meaning. *Note: there are no CEUs for this module and it will not be sent to your Gateway PDS.*

[Enter the module](#)

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