

**EC-S1:** Ability to deliver developmentally appropriate instructional interventions under the direction of a licensed professional for infants and young children ages 0-5 in these domains: cognitive, motor, self-help, sensory, social/play, and speech/language development.

**EC-S3:** Ability to prepare, adapt, and use developmentally appropriate materials under the direction of a licensed professional.



## **Establishing Reciprocal Relationships with Families: A Closer Look** (Lesson 6a)

**This activity is designed to help you think critically about developmentally appropriate practice in establishing reciprocal relationships with families. Based on what you have learned about developmentally appropriate practice, read the following scenario and then answer, as best you can, the questions about the scenario at Sunny Days Preschool.**

### **Scenario**

The staff at Sunny Days Preschool wants to make sure that they are doing everything possible to foster strong, collaborative relationships with children's parents and families. They organize a task force to evaluate home-school relationships at the preschool and identify areas in need of improvement. The task force surveys teachers and parents, and gathers the following information:

Preschool staff members communicate regularly with all parents and families. A weekly newsletter is sent home to all families, and teachers often send daily or weekly notes home for children who are experiencing difficulty in the classroom. Teachers often conduct home visits when a child is struggling at school, but parents are not actively involved in the assessment or planning process. Parents receive a lot of information from the preschool, but they report that they are rarely asked to provide information or opinions about their child. They consider the preschool teachers to be experts, and do not want to disrupt their children's education. Parents are happy that meetings and conferences with teachers are usually scheduled in the early evening, when more parents are available. However, parents feel discouraged from visiting the preschool during the day. Visits must be scheduled far in advance, and parents report feeling more like observers than participants during visits.



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4. What other changes could the task force recommend to establish a stronger partnership between preschool staff and families? Think of at least two things they could recommend that are not included in the scenario.

5. The task force must present their findings and recommendations to all of the preschool staff members. If you were on the task force, what would be your number one recommendation to help the preschool establish stronger reciprocal relationships with families? In other words, what do you think the staff members should focus on first? Why do you think that recommendation is most important or would have the greatest impact?