

TIPS FOR FACULTY

Prepare the Family Partner

“Families: Using Your Story to Teach”

Using family stories to teach can be a powerful tool in modeling Family Centered Practices for pre-service early interventionists and early childhood special educators. There are several ways in which faculty can partner with a parent or family member who is sharing their story to ensure a successful presentation.

Provide specific information about what is expected in the presentation.

Provide details about the topic you are teaching.

Ask the family partner if they have a story that illustrates a success or challenge related in a specific area?

Does their story highlight one or more of the EI/ECSE standards?

Provide the family partner with details about the structure of the class:

How much time will they have to present?

Does that include time for questions?

Will the presentation be face to face or virtual?

Will the presentation be live or pre-recorded?

If pre-recorded, when and how will they be able to facilitate follow-up questions?

If they have pictures or video, what format should they use? (ppt, google slides, etc.)

Provide the family partner tools to help them prepare.

Share the “Using Your Story Teach” toolkit.

Review the outline of the story and provide feedback using the rubric.

Provide the family partner the questions on the evaluation for their presentation.

Share the results with the family partner so they can revise based on feedback and prepare for ongoing presentations.

Visit ecpcta.org for more information

TIPS FOR FACULTY DOS AND DON'TS: SUPPORTING FAMILY PARTNER

Do	DON'T
Involve the family in planning the agenda for the course or at least their portion.	Assign families a piece of the agenda without engaging them in the planning.
Provide family the expected amount of time to tell their story.	Tell them to take as much time as they need.
Support families to communicate their message, skill, or topic their story should address.	Tell families to just tell their story without specific guidance.
Help the family prepare their story and provide feedback.	Hear or see the outline of the story for the first time during the presentation.
If the family's story follows a professional presentation on a specific topic, allow the family to sit in on that portion to hear what is said (<i>this will help both the professional and the family to plan for how to handle any potential conflicts in information</i>). Ideally have both presenters meet with you before hand to discuss the presentations.	Ask the parent to only come into the class to present and then leave.
Share the presentations of any co-presenters and address any potential conflicts. If it is a panel presentation be sure that everyone knows each other's topics to be addressed. Conflicts do not necessarily need to be avoided but do need to be planned for.	Let conflicts arise among presenters during a presentation (e.g., difference of opinion in medical or educational interventions).
To the extent possible, plan sessions that accommodate day, and time for the family.	Plan the session at the convenience of others, and then invite the family presenter.
If hosting a panel presentation, invite families to meet prior to the presentation so they can compliment vs. duplicate presentations.	Assume that all families can adjust in real time if another family tells a similar story to what they were planning to say (<i>this takes practice</i>).
Assist families in learning how to handle questions, concerns and challenging participants in the group. Decide in advance if questions can be asked during the presentation or at the end.	Let the participants take over the session by taking the family off task to other topics or difficult questions.
Be mindful about language and how it is used to describe a disability, ask the family how they describe their child's disability. <u>Communicating with and about people with disabilities.</u> (www.cdc.gov)	Assume that all families refer to their children in the same way. Some families have very strong opinions on how they prefer to refer to their child. ASK.
Refer to family presenter as a person with a name.	Don't call the family presenter Mom or Dad.

UCONNUCEDD.ORG