

# Working with and Coaching Multiple Caregivers and Foster Families

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## Objectives

- ▶ Discuss family dynamics and behavior/interaction style
- ▶ Foundations for communicating among team members and caregivers
- ▶ Provide strategies to prepare information for parents when the child is seen in daycare or grandparent's.
- ▶ How to work with the Department of Human Resources and foster families effectively

## Family Dynamics & Behavior/Interaction Style

- ▶ DISC
- ▶ Temperament Scale: Becky's info, acknowledge the parent's temperament,
  - ▶ Temperament tool link
  - ▶ How to engage a parent that is not involved, how to get a parent off the couch, looking deeper at potential mental health for parent
- ▶ Cultural differences: men vs. women, feeding children, discipline in public, co-sleeping,

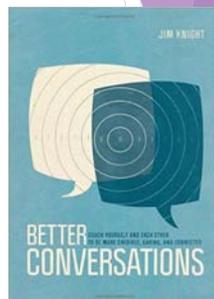
## DEC Recommended Practices-Family



- ▶ Family-centered practices
  - ▶ Practices that treat families with dignity and respect; are individualized, flexible, and responsive to each family's unique circumstances; provide family members complete and unbiased information to make informed decisions; and involve family members in acting on choices to strengthen child, parent, and family functioning
- ▶ Family capacity-building practices
  - ▶ Practices that include the participatory opportunities and experiences afforded to families to strengthen existing parenting knowledge and skills and promote the development of new parenting abilities that enhance parenting self-efficacy beliefs and practices
- ▶ Family and professional collaboration
  - ▶ Practices that build relationships between families and professionals who work together to achieve mutually agreed upon outcomes and goals that promote family competencies and support the development of the child.

## The Better Conversation Beliefs

- ▶ I see conversation partners as equals
- ▶ I want to hear what others have to say
- ▶ I believe people should have a lot of autonomy
- ▶ I don't judge others
- ▶ Conversation should be back and forth
- ▶ Conversation should be life-giving



## The Better Conversation Habits

- ▶ Demonstrating Empathy
- ▶ Listening with Empathy
- ▶ Fostering Dialogue
- ▶ Asking Better Questions
- ▶ Making Emotional Connections
- ▶ Being a Witness to the Good
- ▶ Finding Common Ground
- ▶ Controlling Toxic Emotions
- ▶ Redirecting Toxic Conversations
- ▶ Building Trust
  - ▶ It's *not* about the nail
  - ▶ <https://www.youtube.com/watch?v=-4EDhdAHR0g>

## Verbal and Nonverbal Communication

- ▶ Jackson's annual with Susan and ME
- ▶ Brenda and Juliana with Kathy
- ▶ Coaching in daycares

## Listening: An Active Process

- ▶ Look at the person talking
- ▶ Attend to what they are saying
- ▶ Indicate to the person that you are listening
- ▶ Ask clarifying questions if you don't understand
- ▶ Summarize what the person said
- ▶ Listen with empathy
- ▶ [Ted-Ed http://ed.ted.com/featured/BXaLcbG4](http://ed.ted.com/featured/BXaLcbG4)

## Interaction Technique: OARS

- ▶ Open-ended questions *"Tell me about...how did that make you feel...etc."*
- ▶ Affirmations of strengths *"That was great when...I can tell that you have worked really hard...etc."*
- ▶ Reflective Listening *"So you feel...it sounds like...etc."*
- ▶ Summarize *like...Let me make sure that I've got it right...etc."*

## Working with KVC and Foster Families

- ▶ Develop a relationship with local SRS/KVC
  - ▶ How to do that?
- ▶ Enquire about safety plan or other restrictions
  - ▶ ITSJC Safety Plan, Hotline Procedure
- ▶ Keep all stakeholders informed
- ▶ "Red book" that follows the child
- ▶ Visitation issues with biological parents
  - ▶ What happens when the priorities changes for the foster family after the child has a visit with biological parent:
  - ▶ Example the priorities might be using words to make choices and requesting what they need and after the child returns from a visit, the child exhibits significant social-emotional changes that affect sleeping, eating, tantrums, behavior;
  - ▶ PSP work with the foster family to anticipate those changes and patterns after a visit and what strategies to put into place before and after a visit with the biological parents

## Parent's Primary Concern vs. Caregiver's Primary Concern

- ▶ When the concerns are different, listen to what the daycare provider concern is and in what situation
- ▶ Ask if the daycare provider has shared these concerns with the parents and if so has a joint plan has been created yet to address the concerns
- ▶ The PSP might then explore typical development with the daycare provider and gather more information whether the behavior/concern is related to transition, frustration due language skills, behavior, and/or peer/class dynamics, etc.
- ▶ When concerns are the same, the PSP can share strategies that are working at home with the daycare provider to see how those strategies work at daycare

## Differences in Daycare Provider Differences We've Noticed

- ▶ Nannies are typically more engaging with the child in a playful manner; they are managing less children than a daycare provider (in-home or center-based) and emotionally invested in the child differently than the grandparent
- ▶ Grandparents tend to nurture and assist the children more versus applying the strategies of choice-making and open-ended questions; lots of yes/no questions
- ▶ Daycare Providers are managing a classroom of children and depending on the daycare, there can be staff turn-over, no consistent/rotating classroom teachers, and daycare providers are required to follow the daycare curriculum

## When The Child Responds Differently In Different Settings...

- ▶ Daycare providers sometimes have more success with redirection than parents do because the attention goes to the children who are complying versus the child who is not
- ▶ The classroom situation is structured and predictable and allows the child to have some readiness and anticipate the transitions to travel successfully between them
  - ▶ home might be more chaotic than daycare, have less structure and henceforth create more tantrums for the child due to being less predictable

## How To Establish Good Relationships With Daycare Providers

- ▶ Introduce yourself, discuss parents' priorities and how does that fit with what the daycare provider sees in the classroom
- ▶ Ask what the daycare provider's concerns are
  - ▶ We are here to support your needs to have Johnny have success during his day,
- ▶ Ask the daycare provider to share what they have tried with the child so far
  - ▶ What has worked/what hasn't worked
- ▶ How often does this behavior/concern occur during the classroom and is this different from the peers' behavior and developmental expectations for the child's age
  - ▶ This gives the PSP an idea of what knowledge the daycare provider has about typical development
- ▶ Schedule visits during naturally occurring classroom transitions (snack, circle, outside) so there is one daycare provider available to talk while the other provider works with the children

## Strategies applied in different settings

- ▶ Modeling
- ▶ Redirecting of behaviors rather than addressing negative
- ▶ Introducing the concept of choice making to the daycare provider and child to allow the child more independence while the teacher maintains control of the classroom
- ▶ Talking with the teachers about needing more emotion words and descriptors to express how the child is feeling rather than using physical communication/gestures
- ▶ Use of social stories if child has "first, if...then" concepts to redirect behavior at either home and/or daycare
- ▶ Daycare providers /parents may sing a song in prep of transition to clean up
- ▶ Use timers to set up activity finish/start
- ▶ Allowing the child a choice to be a line leader or door holder to help with transition and with parent the choice might be to carry the backpack or ride in the stroller,

## Following Up With Parents After Visits

- ▶ Foster families: the FSC gets a release of information signed to share with the social worker, foster family, bio parent
- ▶ Progress note written after home visit and emailed to the parent; discussed with grandparents during home visit
- ▶ PSP texts the parent a day/time/routine (snack, circle, outside) for the next appointment, the parent confirms with the daycare and then gets back with the PSP
- ▶ Get permission from the parents to release the progress notes to the daycare centers if applicable
- ▶ PSP asks parent to meet at daycare first thing in morning, over lunch, late afternoon and schedule some visits at home with the family too so there is continuity

## Resources

- ▶ DEC Recommended Practices:  
[https://www.iidc.indiana.edu/styles/iidc/defiles/ECC/DEC\\_RPs\\_%205-1-14.pdf](https://www.iidc.indiana.edu/styles/iidc/defiles/ECC/DEC_RPs_%205-1-14.pdf)
- ▶ Knight, J. (2016). Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected 1<sup>st</sup> Edition