

# ENGAGING FAMILIES

It's All About Family Support

# Family Engagement Models



## Epstein-Types of involvement:

*Type 1-Parenting*

*Type 2-Communicating*

*Type 3-Volunteering*

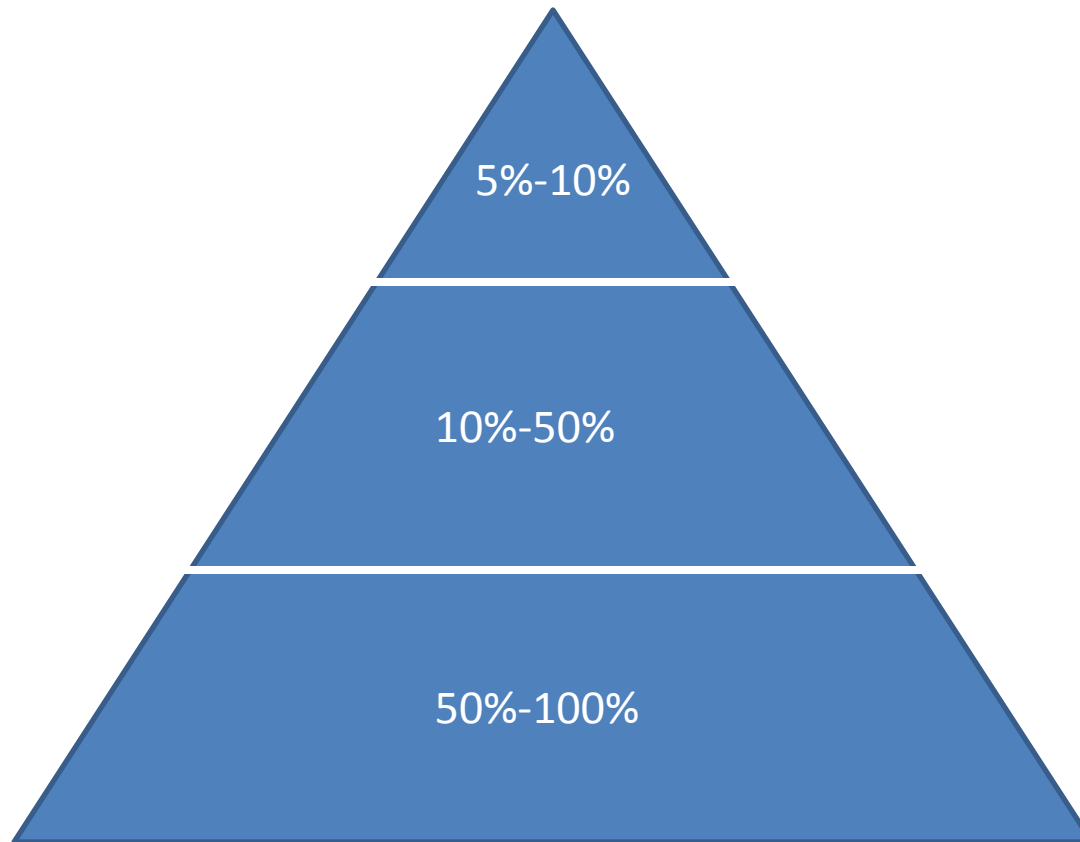
*Type 4-Learning at Home*

*Type 5-Decision Making*

*Type 6-Collaborating with Community*

# Family Engagement Models

## Comer Pyramid of Collaboration



# Key Finding



“Parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. To be effective, the form of involvement should be focused on improving achievement and be designed to engage families and students in developing specific knowledge and skills.”

SEDL-Advancing Research, Improving Education (2002) *A New wave of evidence. The impact of school, family, and community connections on student achievement.* Austin, TX. Henderson, Anne T., Mapp, Karen L.

**POWER**

# POWER DEFINITION

“ability and willingness to affect the behavior, thoughts, physical well-being, and/or feelings of another.”

# POWER OVER

## Professionals...

- 1) Make the decision
- 2) More competence
- 3) Lead communication
- 4) Resource Control
- 5) Diagnose
- 6) Authoritarian

# Parent Counseling- Psychotherapy Model



- 1950's-1960's
- Power Over
- Normalcy
- Diagnosis
- Theory of Change-Individual
- Outcomes-Parental Adaptation



# Parent Training/ Involvement Model



- 1960's-1970's
- Power Over
- Expertise
- Parents-lack skills
- Prescribe
- Outcome-Change in the child –  
interventionist directed

# POWER WITH



Providers and Family members...

- 1) Mutually value knowledge
- 2) Mutual responsibility
- 3) Collaborative decision making
- 4) Perceived equal competence
- 5) Shared resources

# Family Centered Model



- 1980's
- Power With
- Centrality of Family
- Family Choice/Decision
- Strength-Based
- Theory of Change-Structural
- Outcomes-Improved family well-being

# POWER THROUGH



## Collective Empowerment...

- 1) Synergistic decisions
- 2) Multiple stakeholders
- 3) Head & Heart communication
- 4) “Group Energy”/Creative
- 5) Combined effort greater than sum
- 6) New, preferred resources

# Collective Empowerment



- 1990's to current
- Power Through
- Action/Mastery
- Parent-Professional-Relationship
- Equality
- Outcome-synergy, renewable/  
expandable resources and satisfaction

# Collaborative Engagement



Old Paradigm



New Paradigm

Individual Responsibility

Shared Responsibility

Deficit-based/Adversarial

Strength-based and collaborative

Random Acts

Systemic

Add-on

Integrated

Events Driven

Learning Outcomes Driven

Compliance

Ownership and Continuous Improvement

One-Time Project

Sustained

# FAMILY SUPPORT

# Principles of Family Support



- Family Support Practice is over 40 years old.
- Small group of professionals in the field began their journey on the work of Family Support.
- Programs based on the **Principles of Family Support**, promote respect for families and their cultures and a commitment to working with—not for—families to achieve each family's goals.



# Family Support



Family Support -- the concept of caring for children by strengthening and supporting their families -- was born and raised in Chicago under the loving care and brilliant guidance of its creator, Bernice Weissbourd, a leading scholar in the field of child development.

# Impact in the Field of Child Development/Social Services



- Illinois ***MIECHV*** programs-Principles of Family Support Practice are required in the grant application and delivery of service.
- ***University of Chicago***, School of Social Service Administration-Family Support Program of Study.
- Illinois ***DCFS***-Strengthening Families and Family Advocacy Centers guided by the Principles
- ***San Francisco Family Support Network*** –Members [www.sffsn.org](http://www.sffsn.org)
- ***Nationally-How are we doing?*** Assessment to evaluate Family Support Practice

# Premises of Family Support



- 1. Primary responsibility for the development and well-being of children lies within the family, and all segments of society must support families as they rear their children.**
- 2. Assuring the well-being of all families is the cornerstone of a healthy society, and requires universal access to support programs and services.**
- 3. Children and families exist as part of an ecological system.**

# Premises of Family Support



4. Child-rearing patterns are influenced by parents' understandings of child development and of their children's unique characteristics, personal sense of competence, and cultural and community traditions and mores.
5. Enabling families to build on their own strengths and capacities promotes the healthy development of children.

# Premises of Family Support



6. The developmental processes that make up parenthood and family life create needs that are unique at each stage in the life span.
7. Families are empowered when they have access to information and other resources and take action to improve the well-being of children, families, and communities.

# Family Support Traditional Services



## Traditional Services

- Intervention occurs after a crisis, when family needs have intensified
- Focus on the individual
- Emphasize family deficits
- Have strict eligibility requirements and fragmented services
- Focus on professionals as experts
- Design and delivery of services directed by professionals
- Services and staff do not adequately represent the diversity of the community

## Family Support Practice

- Help prevent crises by meeting needs early
- Focus on the family, the community, and informal support networks
- Build on family strengths
- Reach out to families; promote universal access, flexibility, and comprehensive services
- Emphasize peer-to-peer relationships and families helping each other
- Involve families and community members in the design, delivery, and evaluation of services and policies
- Services provided are responsive to the cultural, linguistic, and racial makeup of the community

# Support in Times of Stress



- Think about a time that you had a lot of stress in your life.
- What supports did you receive?
- What was challenging?
- How did you navigate it?
- How do you feel now?
- What did you learn/takeaway from the exp.?

# **FAMILY SUPPORT THROUGH RESILIENCY**



# Walk alongside



## How can we use resilience to walk alongside our families?

Family Advocacy Centers

# Resiliency



...can be defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social and academic competence despite exposure to severe stress...

Or simply the stress of today's world.

From [Resiliency In Schools: Making It Happen for Students and Educators](#) by Nan Henderson and Mike Milstein

# Personal Resiliency Builders



**Relationships**  
**Service**  
**Life Skills**  
**Humor**  
**Inner Direction**

**Perceptiveness**  
**Independence**  
**Positive View of**  
**Personal Future**  
**Flexibility**

# Protective Factors



**Love of Learning**  
**Self-motivation**  
**Competence**  
**Self-Worth**

**Spirituality**  
**Perseverance**  
**Creativity**

# Fostering Resiliency Mexican/Latino Culture



- ***Familismo***-family closeness and loyalty
- ***Respeto***-consideration for the sensibilities and needs of other
- ***Dignidad***-honor, dignity
- ***Fidelidad***-loyalty
- ***Orgullo cultural***-ethnic pride

“Kids can walk around trouble, if there is some place to walk to, and someone to walk with.” Tito-former Chicago gang member.

# Fostering Resiliency Mexican/Latino Culture



*Machismo*-qualities of bravery, courage, generosity, respect for others, protection, of and provision for loved ones

*Marianismo*-the centrality of the strong, virtuous mother in the family

Adapted from Sources of Resilience Among Chicano/a Youth: Forging Identities in the Borderlands, Lori K. Holleran, Ph.D.; Margaret A. Waller,

# Fostering Resiliency African American Families



- Flexibility
- Communalism
- Racial identity
- Religiosity
- School and family support

# Complex Racial/Ethnic Self Concept



“Dual” Identity-students have positive beliefs both about their own ethnic group and about their membership in the larger society.

“Minority Identity”-combines positive beliefs about the student’s ethnic group with skepticism toward the larger society. Students with “minority” identities vigilantly watch for instances of prejudice, but they remain pragmatically engaged with the larger society even as they criticize it.



# Fostering Resiliency



# Engage

participants in  
acts of  
required  
helpfulness

Provide bonding  
similar to and  
extended

# Family

# Fostering Resiliency



- Be optimistic and caring
- Encourage participation
- Provide more intensive intervention for those most "vulnerable"
- Focus on assessing protective factors, competencies, strengths, and sources of environmental support in addition to assessing weaknesses, deficits, and risk

# Fostering Resiliency



- **Assure that caring connections continues once a person leaves your classroom/office/support group/program.**
- **Avoid referring to children as "high risk"; always use the terminology "from high risk environments" if identification is needed.**

# Environmental Resiliency Builders



## Families, Schools, Communities, & Peer Groups

- *Promotes* close bonds
- *Values and encourages* education
- Uses high warmth/low criticism style of *interaction*

# Environmental Resiliency Builders



- Sets and enforces clear boundaries (rules, norms, and laws)
- Encourages supportive relationships with many caring others
- Promotes sharing of responsibilities, service to others, "required helpfulness"
- Expresses high, and realistic, expectations for success
- Encourages goal-setting and mastery

# Environmental Resiliency Builders



- Encourages pro-social development of values (such as altruism) and life skills (such as cooperation)
- Provides leadership, decision-making, and other opportunities for meaningful participation
- Appreciates, develops, and offers opportunity to share the unique talents/gifts of each individual

# Resiliency Wheel



# 4 Steps to Fostering Resiliency



**Attitude**  
**Strengths**  
**Perspective**

Create a  
**Protective**  
**WEB**  
Take **Time**



# Principles of Family Support



1. Staff and families work together in relationships based on equality and respect.
2. Staff enhances families' capacity to support the growth and development of all family members - adults, youth, and children.
3. Families are resources to their own members, to other families, to programs, and to communities.

# Principles of Family Support



4. Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.
5. Programs are embedded in their communities and contribute to the community-building process.
6. Programs advocate with families for services and systems that are fair, responsive, and accountable to the families served.

# Principles of Family Support



7. Practitioners work with families to mobilize formal and informal resources to support family development.
8. Programs are flexible and continually responsive to emerging family and community issues.
9. Principles of family support are modeled in all program activities, including planning, governance, and administration.

# Principles Gallery Walk



1. In small groups-come to a group understanding of the Principle.
2. How can it be applied using your current understanding of families.
3. Identify immediate activities, policies, ideas for implementation.
4. Identify long-term practices and policies for implementation.

# Contact



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