
INSTRUCTOR'S GUIDE

Community and Family Resources



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California Childcare Health Program
Administered by the University of California, San Francisco School of Nursing,
Department of Family Health Care Nursing
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This *Instructor's Guide* is a supplement for trainers of the
California Training Institute's curriculum for Child Care Health Advocates.

INTRODUCTION TO THE COMMUNITY AND FAMILY RESOURCES MODULE

This *Instructor's Guide* provides trainers with an outline for the teaching of the *Community and Family Resources* module. Participants will learn the importance of developing resources in the community for themselves, other early care and education (ECE) providers and the children they serve. ECE programs play a unique role in the lives of families, and have both an opportunity and an obligation to identify needs and to link families to resources. Child Care Health Advocates (CCHAs) play a crucial role in developing these resources and making referrals and, in this way, enhance the quality of care in the ECE setting.

Learning Objectives:

1. To gain an understanding of family and community-based resources available to ECE programs and the families they serve.
2. To identify three ways a CCHA can educate ECE staff about community resources.
3. To make referrals in a supportive, professional manner.

Primary Messages:

1. Connecting families to support services to improve their parenting and quality of life is an essential role for CCHAs.
2. Developing, distributing and maintaining lists of community resources will make information available to families and staff in ECE programs.
3. Families trust ECE staff, and the ECE program may be the only system of parent support.
4. Child care programs routinely handle confidential information about enrolled children, families and staff. When managing sensitive information, it is important for child care directors, administrators and staff to be aware of their ethical and legal responsibility to protect the privacy of individuals and families.

Materials and Equipment Needed:

1. Copy of module: *Community and Family Resources*
2. Copy of *Instructor's Guide: Community and Family Resources*
3. Flip chart/whiteboard and markers, or chalkboard and chalk
4. Masking tape for posting flip chart paper
5. LCD projector or overhead projector
6. Computer for PowerPoint slides
7. CDs of slides or transparencies
8. Handouts
 - a. Handout in the *Community and Family Resources* module (handout from California Childcare Health Program [CCHP], Oakland, CA)

Handout Title	Page Number in Module
<i>Health and Safety Notes: Maintaining Confidentiality in Child Care Settings</i>	21

- b. Handout in the *Instructor's Guide*

Appendix Title	Appendix Number
<i>Using the Community and Family Resources Module</i>	7A

SUGGESTED TRAINING OUTLINE

Outline	Method	Time (Minutes)
I. Introduction to the Community and Family Resources Module	—	5
A. Assessment of Group Knowledge	Questioning	2
B. Introduction/Rationale to Community and Family Resources	Lecture	3
II. Developing Resources	—	20–25
A. The Role of the CCHA in Developing and Using Community and Family Resources	Lecture	10
B. Agency Resources	Small Group Activity	10
C. <i>Optional: Types of Resources</i>	<i>Large Group Activity</i>	5
III. Making Referrals	—	25–40
A. The Role of the CCHA in Making Referrals	Lecture	10
B. The Steps to Making Effective Referrals	Lecture	5
C. <i>Optional: Maintaining Confidentiality</i>	<i>Handout Review and Large Group Discussion</i>	15
D. Community and Family Resource Scenarios	Small Group Activity	10
IV. <i>Optional: Working with Parents</i>	—	10
A. <i>Optional: Talking to Parents</i>	<i>Large Group Activity</i>	10
V. Summary and Closure	—	10–20
A. <i>Optional: Using the Community and Family Resources Module</i>	<i>Small Group Activity</i>	10
B. Next Steps for the CCHA	Large Group Discussion	5
C. Summary and Closure	Brief Closing Activity	5

Total time: 60–100 minutes

OUTLINE AND INSTRUCTIONS

Community and Family Resources

I. Introduction to the Community and Family Resources Module

A. **Topic:** Assessment of Group Knowledge

Method: Questioning

Instructions:

1. Ask participants several of the following questions, choosing questions most appropriate for your participants. Ask them to raise their hand if they:
 - Have a resource directory at their center.
 - Have someone in charge of learning about new resources and updating the directory.
 - Make referrals to parents for social service, health and other needs related to child and family health.
 - Maintain relationships with other agencies to stay informed about resources.

B. **Topic:** Introduction/Rationale to Community and Family Resources

Method: Lecture

Instructions:

1. Give participants the following information. An important role of the CCHA is to link families and ECE programs to community resources and services. There are many kinds of community resources and services available to families. Families may need help with employment, education, domestic violence, substance abuse, literacy, medical care or housing. The CCHA has a window both into the individual child's needs, the family system that the child comes from and the resources available in the community. Therefore, CCHAs have a unique role in helping to connect families with the services and resources they need.

II. Developing Resources

A. **Topic:** The Role of the CCHA in Developing and Using Community and Family Resources

Method: Lecture

Instructions:

1. Briefly state that it is the role of the CCHA to:
 - a. Build relationships with children and families so they may identify needs and help staff identify needs.
 - b. Know the community resources and develop contacts with these resources.
 - c. Develop and update a resource directory.
 - d. Provide appropriate referrals in a sensitive manner.
2. State that in order to provide families with resources and referrals that are appropriate and timely, CCHAs must maintain current information for each resource. CCHAs conduct several tasks that assure that they can connect families to resources when needed. CCHAs need to update files regularly, especially before making referrals. Records should include current eligibility, hours of operation, cost of services, insurance coverage and language spoken. It is particularly important for CCHAs to have up-to-date lists of resources, as families—especially those that are not used to asking for help—can become frustrated or discouraged if they are referred to programs that are not appropriate or that have closed.

B. Topic: Agency Resources

Method: Small Group Activity

Instructions:

1. Refer to *Activity 1* on page 8 of the module. Group participants into small groups and ask them to share with each other the resources they use for the categories listed in *Activity 1*. With participants still in their groups, ask a representative of each group to share the resources for one category. Go from group to group until you are done with the resources for each category, and then go around again for the next category of resources, repeating until the categories are completed.

C. Optional Topic: *Types of Resources*

Method: *Large Group Activity*

Instructions:

1. Refer to *Activity 2* on page 8 of the module. Instruct participants to brainstorm the categories of services that should be included in a resource list for ECE programs.

III. Making Referrals

A. Topic: The Role of the CCHA in Making Referrals

Method: Lecture

Instructions:

1. State that a simple referral from a CCHA may empower a family to start down the road to improving the quality of life for their children. The CCHA is uniquely suited to making referrals because of the knowledge base of the CCHA and the unique qualities of the parent-provider relationship:
 - a. Families trust the caregiver and have a personal relationship with him or her. When the caregiver has developed the relationship with the parent, and the parent feels his or her caring, the family values the caregiver's input.
 - b. Family Isolation: Because families are often isolated, the ECE program may be the only system of parent support. Even if families have social support, most cultures believe that problems or concerns should be kept within the family, and families may be hesitant to talk to friends or relatives about needs or concerns.
 - c. Access Issues: The CCHA can help families access services when there are language and cultural barriers that make it difficult for families and ECE staff to access services they need. Often, parents are uncomfortable looking for services that can help their families, or do not know how to locate them. Parents may have had negative experiences in their attempts to access services. The CCHA can help make referrals easier and more successful.

B. Topic: The Steps to Making Effective Referrals

Method: Lecture

Instructions:

1. Ask participants to think about the steps to making a referral. Review these steps with participants (page 5 in module):
 - a. Document your concerns.

- i. Provide objective descriptions of a child's behavior during specific time periods and activities (e.g., time of day, transitions, outdoor play, naptime, circle time). These descriptions should be made over a 3-day period by more than one staff person. Include observations of the child's strengths and do not offer interpretations of the behavior, labels or diagnoses (e.g., this child has Attention-Deficit/Hyperactivity Disorder [ADHD]).
- b. Discuss your concerns with the Child Care Health Consultant (CCHC) and ECE program director.
- c. Talk with parents.
 - i. Before you begin talking with parents, remember that all parents are doing the best they can. Parents will have a wide range of responses to referrals—some feel criticized and others welcome the support.
 - ii. Plan ahead of time and think about what you will say to the parents about your concerns for their child.
 - iii. Always start with statements of respect to parents and affection for the child.
 - iv. Ask the family how they see their child and share the positive qualities you have observed. Let the family know that you are also sharing your concerns because you would like to support their child's development and gather some ideas about how to best meet the child's needs. Be clear and report your observations of the child, and do not jump to conclusions or pass judgment. Share that some of what you have seen has made you curious, caused you to wonder or just seemed a little different from what you usually see. Be open to the family's perspective of their child if it differs from yours. Ask questions, gather information and offer to be their partner in meeting the needs of their child.
 - v. Remember, CCHAs cannot make a diagnosis, but can report what has been observed and any questions or concerns.
- d. Provide family with support.
 - i. Families may be concerned that their child will be rejected if extra help is needed. Provide reassurance. Since many families will want to take action, be prepared to talk with them about the resources in your community for getting further assessment or possible services. Calling resource agencies ahead of time to get information for the parents can be very helpful. However, you cannot guarantee to a family that they will be eligible for or receive services from another agency.
 - ii. When the family is ready to be referred, let the family take the lead in making phone calls or deciding on the plan of action with your support.
 - iii. The California Childcare Health Program (CCHP) has a toll-free number, the Child Care Healthline at (800) 333-3212, that helps ECE providers and families to connect with special service providers.
 - iv. When the family wants to access additional resources, it is important for the CCHA to be aware of potential barriers. Rather than feeling responsible for overcoming barriers, the CCHA can focus on supporting the family if they come across any obstacles. Finding and supporting ways the family can meet their child's needs will serve the family and the child best in the long-term.
- e. Provide follow-up.

- i. Although this is not a formal step, this is perhaps the most important. Referrals are not complete until the service is being received, and it is not unusual for the referral process to be interrupted midway. Maintain frequent contact with the family, asking whether they have made contact with the service provider and whether the service has been initiated. Once begun, check in to support the family during service delivery, to ensure that new obstacles will be addressed and to advocate for the family when necessary.
- ii. The referral is not complete until the appointment is kept and the child is receiving the needed services. Document what referrals were made, if the appointment was kept and what services the child received.

C. *Optional Topic: Maintaining Confidentiality*

Method: Handout Review and Large Group Discussion

Instructions:

1. Have participants pair up and review Handout: Health and Safety Notes: Maintaining Confidentiality in Child Care Settings on page 21 of the module. Give the pairs 10 minutes to read the handout and answer the questions: What information is confidential? When is it appropriate to disclose personal information? What should providers do if there is a reportable illness or child abuse?
2. Come back together as a large group and discuss the answers.

D. *Topic: Community and Family Resource Scenarios*

Method: Small Group Activity

Instructions:

1. Refer to *Activity 3* on page 9 of the module. Divide participants into six groups and assign each group one scenario in *Activity 3*. Ask them to discuss the scenario, choose a reporter and answer the questions posed for 5 minutes.
2. After 5 minutes, ask one participant in each group to read their scenario aloud and to share their solutions with the large group. Guide participants to make sure that recommendations to parents are respectful, objective and invite the parent's perspective.

IV. *Optional: Working with Parents*

A. *Optional Topic: Talking to Parents*

Method: Large Group Activity

Instructions:

1. Ask participants to share an example of a situation when they were concerned about a child. As they speak, write down the description of behaviors they are describing that are of concern to them. State that you are writing down what is observable and leaving out what is interpretation.
2. Ask participants to formulate a few sentences that would sensitively communicate these concerns to the parent. The sentences should be respectful, invite the parent's perspective and provide objective information.

If you have experienced CCHAs in the room, do one or more of the following:

1. Group them in separate groups and ask them to share with each other their successes and challenges in developing resources and making referrals.
2. Ask them to discuss their most used referrals.
3. Ask them to describe how they talk to parents about the referrals that they are recommending.
4. Pair them up with nonexperienced participants and instruct the nonexperienced to ask questions of the experienced CCHAs about community and family resources.

V. Summary and Closure

*A. **Optional Topic:** Using the Community and Family Resources Module*

Method: *Small Group Activity*

Instructions:

1. *Explain to the participants that the curriculum is a rich resource for them and encourage them to become familiar with it. Towards this end, spend a few minutes looking through it together. Explain that participants will work in pairs to go through the module to find the answers to these questions.*
2. *Hand out Appendix 7A. Tell the participants they have 5 to 10 minutes to locate the answers.*
3. *Note to Trainer: Participants may feel that this is “busy work.” Let them know that our goal is to use our time today to give them new tools and resources, and the curriculum is one such resource. Explain that becoming familiar with the curriculum is one way to help them determine how they will improve quality in their setting.*

B. Topic: Next Steps for the CCHA

Method: Large Group Discussion

Instructions:

1. Review the lists of what the CCHA should know and do. Ask participants to call out some of the ways that they can accomplish the four tasks of a CCHA:
 - a. Build relationships with children and families so they may identify needs and help staff identify needs.
 - b. Know the community resources and develop contacts with these resources.
 - c. Develop and update a resource directory.
 - d. Provide appropriate referrals in a sensitive manner.

C. Topic: Summary and Closure

Method: Brief Closing Activity

Instructions:

1. Summarize the key points shared by participants. Review that the key role for the CCHA is to develop and maintain community and family resources, to make sensitive and appropriate referrals and to follow up on the referrals until the service is provided to the family.
2. Next Steps: Direct participants to write down what their next steps for developing community and family resources will be. Ask participants to share these with the group.

APPENDIX 7A

Using the Community and Family Resources Module

Topic: Using the Community and Family Resources Module

Method: Small Group Activity

Instructions: Review the module and find the answers to the following questions.

According to the module:

1. What are some potential barriers that families may experience when trying to access resources?
2. How may referrals conflict with family values?
3. Which local, state and federal organizations have resources that are available to support the work of the CCHA, children and families?
4. What are resource and referral agencies?