

RECIPROCALITY IN YOUR HOME VISITING RELATIONSHIPS

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Building Adult Capabilities



What does creating a Reciprocal Relationship mean?



Interdependent, complementary, correlative...
these are synonyms for relationships that are

- 1) connected
- 2) balanced and
- 3) interrelated



What are the differences and similarities between friendship and home-visiting?



What is the role of home-visitor/professional self disclosure within the home-visiting relationship?

Is professional disclosure appropriate? How? When?



Let's create a family-centered environment in which parents and professionals work together to achieve shared goals.



Am I Family Centered?



Family-Centered Practices Checklist

Linda L. Wilson & Carl J. Dunst

Staff Member _____ Context _____

Observer/Coach _____ Date(s) _____

Rating Scale		1 = Yes, practice was used. 2 = Practice was partially, sometimes done.		3 = Practice not used, opportunity missed. 4 = NA, no opportunity to observe the practice.	
		In what way was each practice used?	Rating	Example/Comment/Reflection	
PRACTICES	Interpersonal Skills	Communicate clear and complete information in a manner that matches the family's style and level of understanding.			
		Interact with the family in a warm, caring, and empathetic manner.			
		Treat the family with dignity and respect and without judgement.			
	Asset-Based Attitudes	Communicate to and about the family in a positive way.			
		Honor and respect the family's personal and cultural beliefs and values.			
		Focus on individual and family strengths and values.			
		Acknowledge the family's ability to achieve desired outcomes.			
	Family Choice and Action	Work in partnership with parents/family members to identify and address family-identified desires.			
		Encourage and assist the family to make decisions about and evaluate the resources best suited for achieving desired outcomes.			
		Seek and promote ongoing parent/family input and active participation regarding desired outcomes.			
		Encourage and assist the family to use existing strengths and assets as a way of achieving desired outcomes.			
		Provide family participatory opportunities to learn and develop new skills.			
	Practitioner Responsiveness	Assist the family to consider solutions for desired outcomes that include a broad range of family and community supports and resources.			
		Support and respect family members' decisions.			
		Work with the family in a flexible and individualized manner.			
		Offer help that is responsive to and matches the family's interests and priorities.			
		Assist the family to take a positive, planful approach to achieving desired outcomes.			

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Family-Centered Skills are professional skills that we use while working with families through programs.



Stuck on what to say?
Stuck on how to say it?
Stuck on what to ask?
Stuck on how to ask it?





Identifying Family Activities and Routines Conversation Starters

Consider using some of these comments or questions to open a dialog about the child's and family's activities, environments, and routines.

- ★ We'd like to learn about some of your child's daily routines and activities for teaching and learning. By sharing your daily activities and routines, you are identifying potential times and places for your child's intervention.
- ★ Tell me about your day. What are the routines/activities or places that you go that most often occur for you and your child?
- ★ What types of things happen on most:
Mornings? Afternoons? Nights? Weekends?
- ★ Life with children usually makes us be pretty flexible. Can you give me some ideas about what usually happens before or after _____? (Use some event the careprovider mentions-- "One Life to Live." Systematically identify events, and then proceed.)
- ★ If the careprovider is having difficulty identifying activities or routines, ask some specific questions about some of the following: dressing, breakfast, watching TV, car travel, preparing meals, household chores, nap, lunch and evening meals, yard work, bath, bedtime stories, or hanging out.

Possible follow-up questions to consider:

- ★ Are there any activities or places that you go (e.g., shopping, doctor's appointments) that occur on a less than regular basis (e.g., once a week, every few days)?
- ★ Are there other events that occur fairly regularly or during the weekend (e.g., sport events for siblings)?
- ★ Who are the important people who participate in your child's life? Who are helpful in your child's care, and who may also have activities and routines for teaching and learning (e.g., grandparents, big brother, neighbor, friend)?



Let's Practice!



Case Study

The Williams family consists of Douglas, (27 years) Kelly (25 years) and Amanda (18 months).

Both parents are high school graduates. Douglas works as local truck/delivery driver and Kelly quit her job to stay home to care for Amanda who was recently diagnosed with an undetermined developmental disability.

Amanda was referred to your program and both parents are excited to get started. You arrive at the home for the second visit (after large amounts of paperwork are completed at the first visit).

Where to do you begin? What might you ask?
How can you make this relationship '**reciprocal**'?



Questions, Comments?

Thank You!

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