

# Practice Strategies: EXPLORATION

Share how you apply this principle in your work to engage parents, caregivers, and families.

**EXAMPLE:** I always remind parents that they are the experts on their own lives!

Take time to build relationship with family and get to know their strengths

Asking parents what their goals are from the service providers and what steps they have taken already to meet the goals

Introducing my self to the parents via a phone call in the beginning of the year to ask them what they think I need to know about their child

Learn what their family relationships are and how they view them - includes extended family such as aunts, grandparents, etc. Look and listen to their whole story.

showing interest in their past experiences and being honest about our level of understanding.

Learn about their current involvement with their family member.

Including parent voice in the development of programs, services, and opportunities that meet their needs.

invite people to share what is working in their families, what things they would like to continue to build on

Ask thoughtful/ meaningful questions about what the family desires for their child and family. Listen and reflect on your program offerings and make changes to meet the community needs.

Looking for strengths and assets as they share their stories

I have frequent check-ins and one on ones with parents

explain that my role is to take my lead from families and to support the goals they have, not the goals of the other professionals at the table

Take the time to hear how their culture will play a role in the dynamic between you and them, how they interact with you, with the treatments and with services in general

# Practice Strategies: EXPECTATIONS

Share how you apply this principle in your work to engage parents, caregivers, and families.

We have a variety of options for parents to connect via phone, video, in person either at home or in the office.

asking families what they expect from me, while clearly explaining my role as a service planner

Engage in warm transfers to other services to build a community of support rather than a system of hot potato, discussion expectations of when, where and how the transfer will take place

set the tone from the outset that this is a collaborative process, explore, assess what they would like to get out of the experience, keep checking in to see if we are on track throughout working relationship

See the partner/guardian as a partner.

**EXAMPLE:** We always offer to cover the costs of transportation when we ask caregivers to meet in person.

# Practice Strategies: EDUCATION

Share how you apply this principle in your work to engage parents, caregivers, and families.

Build relationships. Check assumptions and biases. Share information in a respectful and authentic way.

explaining the ways my role may be helpful and answering the family's questions so they can make an informed decision about whether or not they want to engage with service

Inform them of their rights to privacy and data collection, how it will be used, right to access their files, case reports etc.

them to share their hopes-be clear and transparent about parameters, confidentiality-check their understanding of what is shared--ask before sharing resource or psycho-ed information with

**EXAMPLE:** Before I refer a parent to a social service agency, I review the agency's policies and procedures so that the parent is prepared and supported!

# Practice Strategies: EMPOWERMENT

Share how you apply this principle in your work to engage parents, caregivers, and families.

Actively and respectfully recruiting members of equity-deserving populations to advisory councils to create change in systems and policies

Asking for and honouring the families' voice in the program.

Making sure the family feels heard and that their goals are understood. Letting them know that they are part of the team.

Keep the clients goals in the centre of our work, invite them to give feedback positive and negative, check in frequently to ensure they are feeling supported and heard in the process.

community service provider meetings through discussing their goals so they can clearly articulate them while being beside them to coach, prompt, whatever they want/need to be able represent themselves (for some this may be their first

EXAMPLE: I always try to connect caregivers to others in our community facing similar challenges.