

Supporting Family Involvement in Children's Learning



Checklist for Staff

Best Practices for Nonformal Educational Settings

Staff members can encourage and support family involvement through various methods. The checklist below was designed to help you build upon the family involvement practices that you already use. It should be used to spark ideas about new practices or the frequency of existing practices.

Directions: Use a checkmark to indicate how often you use a practice. If you wish, you can use the right-hand column to write your thoughts about using the practice more frequently.

Best Practices for Staff	Do you use this practice?			Thoughts about Using the Practice More Frequently
	Often	Some-times	Rarely	
Meeting and greeting (when children arrive and leave)				
1. I greet each family and each child.				
2. I introduce myself to family members and other special people in the child's life whom I haven't previously met.				
3. I share some good news about the child.				
4. I ask about the health of a family member or pet.				
5. I share pleasantries about the weather or the news.				
Sharing something about myself				
1. I wear a nametag that is easy to read.				
2. I share some personal information, such as pictures of my family members or pets, my hobbies or skills, and my family customs or recipes.				
3. I share jokes or funny stories.				

Best Practices for Staff	Do you use this practice?			Thoughts about Using the Practice More Frequently
	Often	Some-times	Rarely	
Getting to know the family				
1. I learn the names of family members and other special people in the child's life.				
2. I learn about the background (culture, language, and history) and experiences of the families being served.				
3. I participate in events sponsored by the families' religious, cultural, or neighborhood associations.				
4. If invited, I visit the families at home.				
Showing concern for the child				
1. I talk regularly with families about each child's progress—both successes and challenges.				
2. I work with families to determine each child's strengths, interests, and learning preferences.				
3. I work with families to set program goals for each child.				
4. I encourage family members to contact me immediately if they have any concerns.				
5. I provide information on how each family can support learning at home.				
Showing concern for the family				
1. I show appreciation for family participation.				
2. I show that I value diverse contributions.				
3. I try to match opportunities for family involvement to each family's strengths and abilities.				
4. I listen openly to each family's concerns and work with the family to develop solutions.				
5. I reach out to all families, not just those who are already actively involved.				
6. I recognize significant life events (such as births, deaths, and weddings) appropriately (by expressing happiness or sympathy, sending a card, or making a casserole).				
7. I act as an advocate for and with families.				

Source: <http://www.hec.uconn.edu/documents/Checklists4-13-03.pdf>.