



Keep Connected Institute for Strengthening Family Relationships

Participant Workbook
Day 2

October 20, 2020





Keep Connected Institute

SCHEDULE

Monday, October 19 (1 – 3 Central)

Welcome and Introductions

1. Brags, Nags, and Aspirations for Partnering with Families
2. *Keep Connected: The Backstory*
5-Minute Stretch Break
3. Reframing Family Engagement: Critical Shifts for Partnering with Today's Families
4. Access the Online Implementation Toolkit

Adjourn for the Day

Tuesday, October 20 (1 – 3 Central)

Guest: Sandra Rascon, Toberman Neighborhood Center, San Pedro, CA

5. Developmental Relationships: The Roots of Success for Young People and Their Families
5-Minute Stretch Break
6. Rethinking Barriers to Partnering With Today's Families

Adjourn for the Day

Wednesday, October 21 (1 – 3 Central)

Guest: Lisa Denzer, Austin Public Schools, Austin, MN

7. Set Up *Keep Connected* for Success
5-Minute Stretch Break
8. Stop Recruiting Families (and What to Do Instead)

Adjourn for the Day

Thursday, October 22 (1 – 3 Central)

Guest Practitioner: Ellie Martinez, Big Brothers Big Sisters, Richmond, VA

9. Prepare to Lead *Keep Connected* Workshops (1)
5-Minute Stretch Break
10. Assess, Improve, and Extend *Keep Connected*
Adjourn for the Day

Friday, October 23 (1 – 2 Central)

11. Prepare to Lead *Keep Connected* Workshops (2)
12. Finalize Your Start-Up Plan

Adjourn . . .

with the option to stay up to an hour longer for coaching, discussion, planning, etc.

DECEMBER THROUGH MAY

Peer Learning Network During Start-Up

(1-hour Zoom calls per month, December – May)

Six monthly peer-group coaching sessions (2 options per month) as you launch the workshop series in your own school, organization, or community.

Reflections on Yesterday

On your smartphone or web browser, go to [menti.com](https://www.menti.com) and enter **93 51 91 2**. Respond to 1 -2 of the following questions (whatever is on your mind):

- What most surprised you yesterday?
- What was a light bulb moment for you yesterday?
- What lingering question do you have?
- Is there something else you want to say?

Today's Objectives

Developmental Relationships: The Roots of Success for Young People and Their Families

- Articulate the five elements of a Developmental Relationship.
- Recognize the Framework's value for family relationships.
 - Strengths & Stretches
- Identify ways to integrate the framework across your organization.

Rethinking Barriers to Partnering With Today's Families

- Unpack assumptions about barriers that limit family engagement.
- Reframe barriers as a broader, systemic challenge.
- Identify relationship-centered strategies to begin reduce barriers (while working to address systemic change).

Breakout Room Reflection

Share an example of . . .

Someone in your family* has been part of your "root system." How have they been that for you?

OR

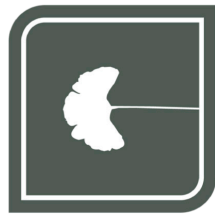
Someone in your family* for whom you are part of their "root system." and what are some of the ways you have been that for them?

* Your family can include your extended and "chosen" family. Or if you prefer, you may choose someone outside of your family.



DEVELOPMENTAL RELATIONSHIPS

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.



EXPRESS CARE

Show me that I matter to you.



CHALLENGE GROWTH

Push me to keep getting better.



PROVIDE SUPPORT

Help me complete tasks and achieve goals.



SHARE POWER

Treat me with respect and give me a say.



EXPAND POSSIBILITIES

Connect me with people and places that broaden my world.

actions

Be Dependable
Be someone I can trust

Listen
Really pay attention when we are together

Believe in me
Make me feel known and valued

Be warm
Show me you enjoy being with me

Encourage
Praise me for my efforts and achievements.

Expect my best
Expect me to live up to my potential

Stretch
Push me to go further

Hold me accountable
Insist I take responsibility for my actions

Reflect on failures
Help me learn from mistakes and setbacks

Navigate
Guide me through hard situations and systems

Empower
Build my confidence to take charge of my life

Advocate
Stand up for me when I need it

Set Boundaries
Put limits in place that keep me on track

Respect Me
Take me seriously and treat me fairly

Include Me
Involve me in decisions that affect me

Collaborate
Work with me to solve problems and reach goals

Let me lead
Create opportunities for me to take action and lead

Inspire
Inspire me to see possibilities for my future

Broaden horizons
Expose me to new ideas, experiences, and places

Connect
Introduce me to people who can help me grow



Research on Five Keys to Relationships

Minneapolis-based Search Institute surveyed 1,085 parents of 3-13 year olds in 2015, and then another 564 parents of children ages 9-18 in 2017. Parents were from all backgrounds across the United States. The study focused on their relationships with their children. Here are key findings:

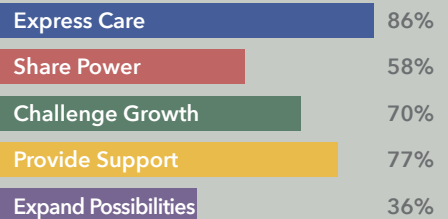
There are five keys
to strong parent-child
relationships:

- Express Care
- Challenge Growth
- Provide Support
- Share Power
- Expand Possibilities

Most parents say that their
relationships are strongest
in three areas: (see chart*)

- Express Care
- Challenge Growth
- Provide Support.

% of parents who reported that
their relationships with their kids are
strong in each of the five key areas:



Relationships are more influential to developing social-emotional strengths (such as motivation, responsibility, and caring for others) than other characteristics of families, such as income, age of children, background, or family composition.

Among all the keys, Share Power is most consistently linked with many social-emotional strengths. Yet parenting adults have a harder time doing it.

Relationships help youth do better when facing challenges.

Discuss:

- What parts of the study match your experiences?
- What does the study tell you about your own family's relationships?

(Excerpted from session 1 of Keep Connected)



More Background on Developmental Relationships

Families and Developmental Relationships

Each of these sections of *KeepConnected.info* includes a video overview, discussion starters, activities, background information, and more for each element of developmental relationships

Overall:

<https://keepconnected.searchinstitute.org/strengthen-your-family-relationships/>

Express Care:

<https://keepconnected.searchinstitute.org/strengthen-your-family-relationships/express-care/>

Challenge Growth:

<https://keepconnected.searchinstitute.org/strengthen-your-family-relationships/challenge-growth/>

Provide Support:

<https://keepconnected.searchinstitute.org/strengthen-your-family-relationships/provide-support/>

Share Power:

<https://keepconnected.searchinstitute.org/strengthen-your-family-relationships/share-power/>

Expand Possibilities:

<https://keepconnected.searchinstitute.org/strengthen-your-family-relationships/expand-possibilities/>

Other Search Institute Research on Developmental Relationships

Search Institute's research with families: www.searchinstitute.org/families/

Search Institute's research on developmental relationships across all parts of young people's lives: www.searchinstitute.org/developmental-relationships/.

Journal Articles about Developmental Relationships

Pekel, K., Roehlkepartain, E. C., Syvertsen, A. K., Scales, P. C., Sullivan, T. K., & Sethi, J. (2018). Finding the fluoride: Examining how and why developmental relationships are the active ingredient in interventions that work. *American Journal of Orthopsychiatry*, 88(5), 493-502. doi:10.1037/ort0000333

Scales, P. C., Pekel, K., Sethi, J., Chamberlain, R., & Van Boekel, M. (2019). Academic year changes in student-teacher developmental relationships and their linkage to middle and high school students' motivation: A mixed methods study. *The Journal of Early Adolescence*. 1-38. doi:10.1177/0272431619858414

Scales, P. C., & Roehlkepartain, E. C. (2018). The contribution of nonfamily adults to adolescent well-being: A global research and policy perspective. In J. E. Lansford & P. Banati (Eds.), *Handbook of Adolescent Development Research and Its Impact on Global Policy* (pp. 150-170). New York, NY: Oxford University Press.

Scales, P. C., Van Boekel, M., Pekel, K., Syvertsen, A. K., & Roehlkepartain, E. C. (2020). Effects of developmental relationships on middle-school students' motivation and performance. *Psychology in the Schools*. Doi.org/10.1002/pits.22350

Sethi, J., & Scales, P. C. (2020). Developmental relationships and school success: How teachers, parents, and friends affect educational outcomes and what actions students say matter most. *Contemporary Educational Psychology*, <https://doi.org/10.1016/j.cedpsych.2020.101904>



Developmental Relationships in Families

Strengths and Stretches for Families You Work with

Jot notes about ways each element might bring to light strengths in the relationships of families you work with and where it might stretch families to think and act in new ways. Try to think of specific examples of what you have seen or experienced.

ELEMENTS AND ACTIONS	How might this element highlight STRENGTHS in families you work with?	How might this element STRETCH families you work with?
<p>Express Care</p> <ul style="list-style-type: none"> <i>Be dependable</i> <i>Listen</i> <i>Believe in me</i> <i>Be warm</i> <i>Encourage</i> 		
<p>Challenge Growth</p> <ul style="list-style-type: none"> <i>Expect my best</i> <i>Stretch</i> <i>Hold me accountable</i> <i>Reflect on failures</i> 		
<p>Provide Support</p> <ul style="list-style-type: none"> <i>Navigate</i> <i>Empower</i> <i>Advocate</i> <i>Set boundaries</i> 		
<p>Share Power</p> <ul style="list-style-type: none"> <i>Respect me</i> <i>Include me</i> <i>Collaborate</i> <i>Let me lead</i> 		
<p>Expand Possibilities</p> <ul style="list-style-type: none"> <i>Inspire</i> <i>Broaden horizons</i> <i>Connect</i> 		



Developmental Relationships in Families

Honoring Families’ Relationships and Guiding Their Growth

You have identified elements of developmental relationships that you expect to surface strengths in families you work with. You also identified elements where you might expect families to feel stretched or challenged. Together with colleagues:

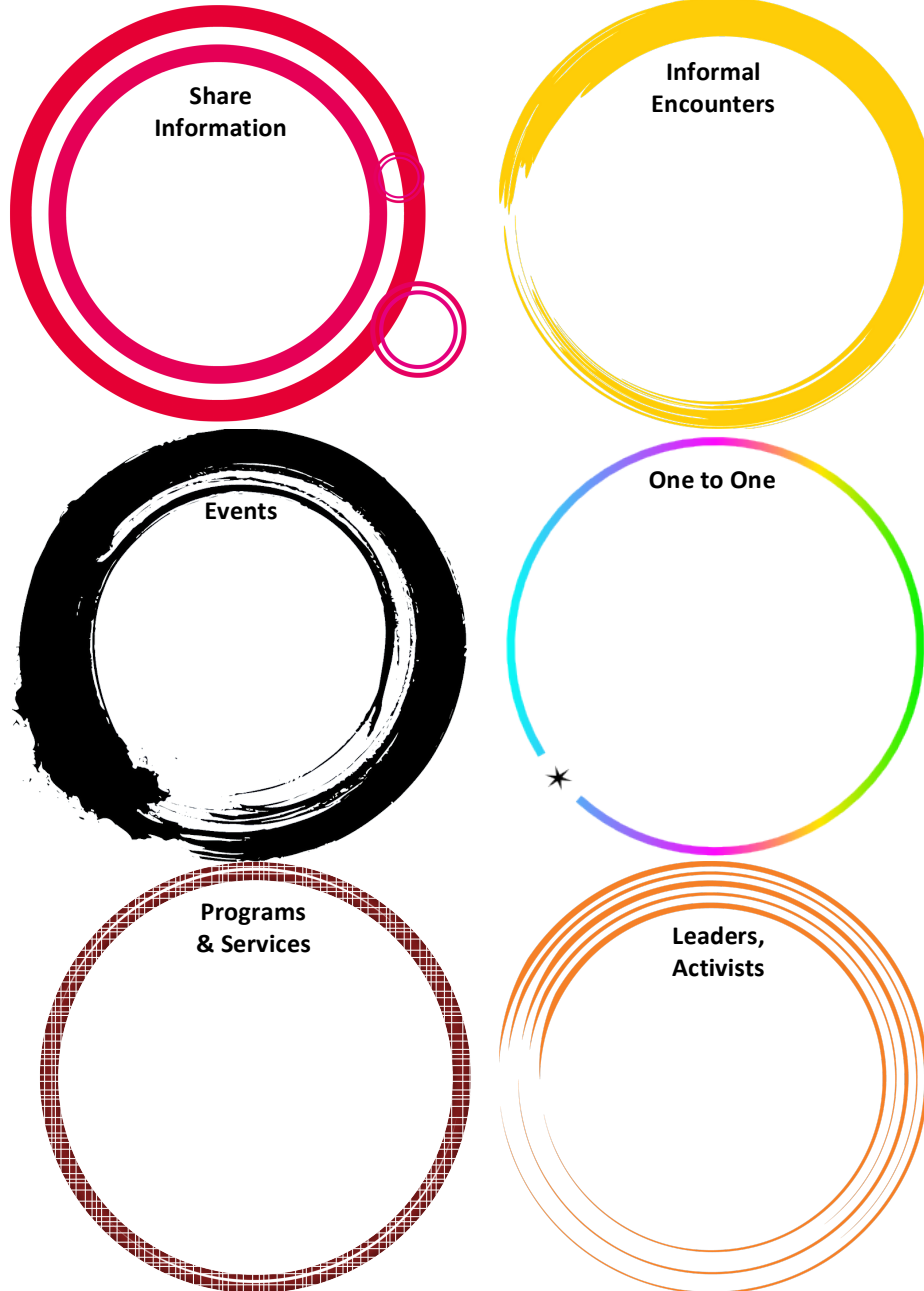
1. Brainstorm ways you can notice, celebrate, and build on those relationship strengths in families.
2. Identify ways you can listen to, coach, and help families grow when they feel stretched or challenged. How can you honor their traditions, cultures, and beliefs while also doing what’s best to have strong relationships at home?

ELEMENTS AND ACTIONS	How can you more intentionally notice, celebrate, and build on these STRENGTHS in family relationships?	How can you more intentionally guide families to grow in their relationships when they feel STRETCHED?
<p>Express Care</p> <p><i>Be dependable</i></p> <p><i>Listen</i></p> <p><i>Believe in me</i></p> <p><i>Be warm</i></p> <p><i>Encourage</i></p>		
<p>Challenge Growth</p> <p><i>Expect my best</i></p> <p><i>Stretch</i></p> <p><i>Hold me accountable</i></p> <p><i>Reflect on failures</i></p>		
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<p>Expand Possibilities</p> <p><i>Inspire</i></p> <p><i>Broaden horizons</i></p> <p><i>Connect</i></p>		

YOUR NOTES AND IDEAS

Relationships With, Within, and Among Families

How could you use the Developmental Relationships Framework throughout your organization to strengthen relationships with, within, and among families?



Five Types of Barriers to Family Engagement

<p><i>There are many reasons why parents and other family members may not connect actively with schools or programs. Here are some of the reasons that people give. Which ones do you commonly hear? Are there others that are common in your organization or community?</i></p>	<p>What Could Be Useful Responses If You Focus on Strengthening Relationships With, Within, and Among Families?</p> <p>(Consider ideas from page 12.)</p>	<p>Practical/Logistical</p> <ul style="list-style-type: none"> • Busy. • No transportation. • Scheduling; conflicts with other activities. • Cannot afford it. • Space is not accessible. •
<p>Individual</p> <ul style="list-style-type: none"> • Might question immigrant status • Feel blamed or shamed for kid's problems • Loss of privacy and fear of consequences • Fear about reading aloud or looking incompetent • Their mental model may say that it's their job to support other adults but not to get involved outside of the home. • 		<p>Interpersonal</p> <ul style="list-style-type: none"> • Fear of being compared unfavorably to others. • Feel unwelcomed due to race/ethnicity, marital status, sexual orientation, gender identity, disability, etc. •
<p>Institutional</p> <ul style="list-style-type: none"> • Haven't felt welcomed in the past • Lack of trust in the organization • Schedule activities when families are not able to participate • Computerized message system doesn't reach many families • Staff is almost all from a different racial-ethnic background from the families and youth. • 		<p>Structural and Cultural</p> <ul style="list-style-type: none"> • "Family bubble" mindset: Family is private and is solely responsible for making sure children have "good outcomes." • "Total parenthood" mindset: Parents should dedicate their lives to meeting all of their children's needs. • Social norm/mindset: No one expects parents to be involved after about third grade. • One group of parents has always "controlled" this school. No need to even talk about making any changes. •



Addressing the Barriers: A Relationship-Centered Approach

One way to address the barriers to family engagement is to return to the strategies for relationship-centered family engagement. How might they apply to this particular challenge? Here are some possibilities.

RELATIONSHIP-CENTERED STRATEGIES	BARRIERS IT ADDRESSES	HOW?
<p>Tap Families' Strengths and Resilience</p> <ul style="list-style-type: none"> • See families as resourceful and resilient amid adversity • Recognize the strengths in all types of families. • Build on the qualities that are already present • Respect every families' dignity, autonomy, and goals • Recognize systemic injustice, barriers families face 	<ul style="list-style-type: none"> • Not feeling valued 	<ul style="list-style-type: none"> • Abilities and talents are recognized • Treated with respect by all • Life situation is recognized
<p>Deepen Relationships <u>With</u> Families</p> <ul style="list-style-type: none"> • Take time to build mutual trust • Show interest in a family's situation • Invite based on their goals, priorities • Build your own intercultural humility and competence 	<ul style="list-style-type: none"> • Do not know anyone • Doesn't know who to ask if struggling or has a crisis 	<ul style="list-style-type: none"> • Has connections to the org • Builds mutual trust • Feels known and understood • Org has context when issues arise
<p>Nurture Relationships <u>Within</u> Families</p> <ul style="list-style-type: none"> • Advocate for families to have meaningful and fun time together • Give time to practice relational skills and strategies • Reinforce routines, habits, rituals that sustain relationships • Support families as relationships change 	<ul style="list-style-type: none"> • Family is isolated and may feel ashamed 	<ul style="list-style-type: none"> • Family can turn to organization and other families for support since others know the family.
<p>Cultivate Relationships <u>Among</u> Families</p> <ul style="list-style-type: none"> • View culture and community as strengths • Recognize community, home as the hub • Support formal, informal networks about challenges 	<ul style="list-style-type: none"> • Feel out of place 	<ul style="list-style-type: none"> • Has friends to turn to • Creates an informal safety net
<p>Engage Across Transitions and Settings</p> <ul style="list-style-type: none"> • Keep continuity, adjusting as needs change • Guide families to new options that fit them • Help families navigate challenging transitions • Engage families across settings, including schools, youth programs, faith communities, child welfare, etc. 	<ul style="list-style-type: none"> • Connections get lost in transitions 	<ul style="list-style-type: none"> • "Warm handoff" between organizations that are connected • Intentional outreach when families facing changes
<p>Co-Create a Shared Agenda</p> <ul style="list-style-type: none"> • Listen to families' hopes, fears • Find common ground • Invest in helping families be their best 	<ul style="list-style-type: none"> • Opportunities don't seem relevant • No investment 	<ul style="list-style-type: none"> •
<p>Empower Families</p> <ul style="list-style-type: none"> • Recognize families as resources • Encourage engagement in community service, civic action • Informal and formal leadership roles that fit families' gifts • Partner with families for equity and justice in society. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



IN YOUR BREAKOUT ROOMS:

1. Select a facilitator. Then introduce yourselves.
2. Each person individually find 3-5 connections between the 2 columns using the instructions above the table.
3. Everyone share your ideas. Be ready to bring 1-2 most intriguing ones to the whole group.

Can Relationship-Centered Strategies Address Barriers?

Explore how the relationship-centered strategies on the right might be useful in addressing barriers you're facing that are listed on the left. Draw lines that connect them. Star those that are most promising. Make a note to add them to your action plans as you think through launching *Keep Connected*.

BARRIERS TO FAMILY ENGAGEMENT	RELATIONSHIP-CENTERED STRATEGIES
Individual Barriers	Tap Families' Strengths and Resilience
<ul style="list-style-type: none"> • Might question immigrant status • Feel blamed or shamed for kid's problems • Loss of privacy and fear of consequences • Fear about reading aloud or looking incompetent • Their mental model may say that it's their job to support other adults but not to get involved outside of the home. 	<ul style="list-style-type: none"> • See families as resourceful and resilient amid adversity • Recognize the strengths in all types of families. • Build on the qualities that are already present • Respect every families' dignity, autonomy, and goals • Recognize systemic injustice, barriers families face
Institutional Barriers	Deepen Relationships <u>With</u> Families
<ul style="list-style-type: none"> • Haven't felt welcomed in the past • Lack of trust in the organization • Schedule activities when families are not able to participate • Computerized message system doesn't reach many families • Staff is almost all from a different racial-ethnic background from the families and youth. 	<ul style="list-style-type: none"> • Take time to build mutual trust • Show interest in a family's situation • Invite based on their goals, priorities • Build your own intercultural humility and competence
Practical/Logistical Barriers	Nurture Relationships <u>Within</u> Families
<ul style="list-style-type: none"> • Busy. • No transportation. • Scheduling; conflicts with other activities. • Cannot afford it. • Space is not accessible. 	<ul style="list-style-type: none"> • Advocate for families to have meaningful and fun time together • Give time to practice relational skills and strategies • Reinforce routines, habits, rituals that sustain relationships • Support families as relationships change
Interpersonal Barriers	Cultivate Relationships <u>Among</u> Families
<ul style="list-style-type: none"> • Fear of being compared unfavorably to others. • Feel unwelcomed due to race/ethnicity, marital status, sexual orientation, gender identity, disability, etc. 	<ul style="list-style-type: none"> • View culture and community as strengths • Recognize community, home as the hub • Support formal, informal networks about challenges
Structural and Cultural Barriers	Engage Across Transitions and Settings
<ul style="list-style-type: none"> • "Family bubble" mindset: Family is private and is solely responsible for making sure children have "good outcomes." • "Total parenthood" mindset: Parents should dedicate their lives to meeting their children's needs. • Social norm/mindset: No one expects parents to be involved after about third grade. • One group of parents has always "controlled" this school. No need to even talk about making any changes. 	<ul style="list-style-type: none"> • Keep continuity, adjusting as needs change • Guide families to new options that fit them • Help families navigate challenging transitions • Engage families across settings, including schools, youth programs, faith communities, child welfare, etc.
	Co-Create a Shared Agenda
	<ul style="list-style-type: none"> • Listen to families' hopes, fears • Find common ground • Invest in helping families be their best
	Empower Families
	<ul style="list-style-type: none"> • Recognize families as resources • Encourage engagement in community service, civic action • Informal and formal leadership roles that fit families' gifts • Partner with families for equity and justice in society.



Trust Takes Time

- Trust is **built over time**, based on consistent, ongoing interactions.
- If people don't know each other, trust starts with one's **reputation and/or commonalities**, such as background, interests, or culture.
- **If people don't have much in common**, trust takes longer to build, usually based on . . .

Garcia et al., 2016

What Creates Trust in a Relationship?

Qualities of the Other Person		What would families experience when they are with you and others in your organization in each of these areas?
Benevolent	You experience that the person cares about your well-being and will protect it.	
Reliable	You have confidence the person will come through, act consistently, and follow through.	
Competent	You believe the person can effectively do the required tasks.	
Honest	You experience the person having integrity and being authentic.	
Open	The person shares (doesn't withhold) relevant information.	

Based on Tschannen-Moran, 2014

If trust in an institution has been broken, each of these elements has to be repaired or healed.

Where do you see a need to put energy to strengthen trust in order to enhance family engagement in your organization, school, or community?



What Might Be Behind Tepid (or No) Engagement?

And How Might You Address the Underlying Challenges Families Face?

A WORKSHEET TO USE LATER

Often our assumptions about why parenting adults and families aren't engaged, participating, or connecting aren't accurate—or they don't tell the whole story. Even “I'm too busy” may be covering for a deeper, more complicated reality that they're not comfortable talking about.

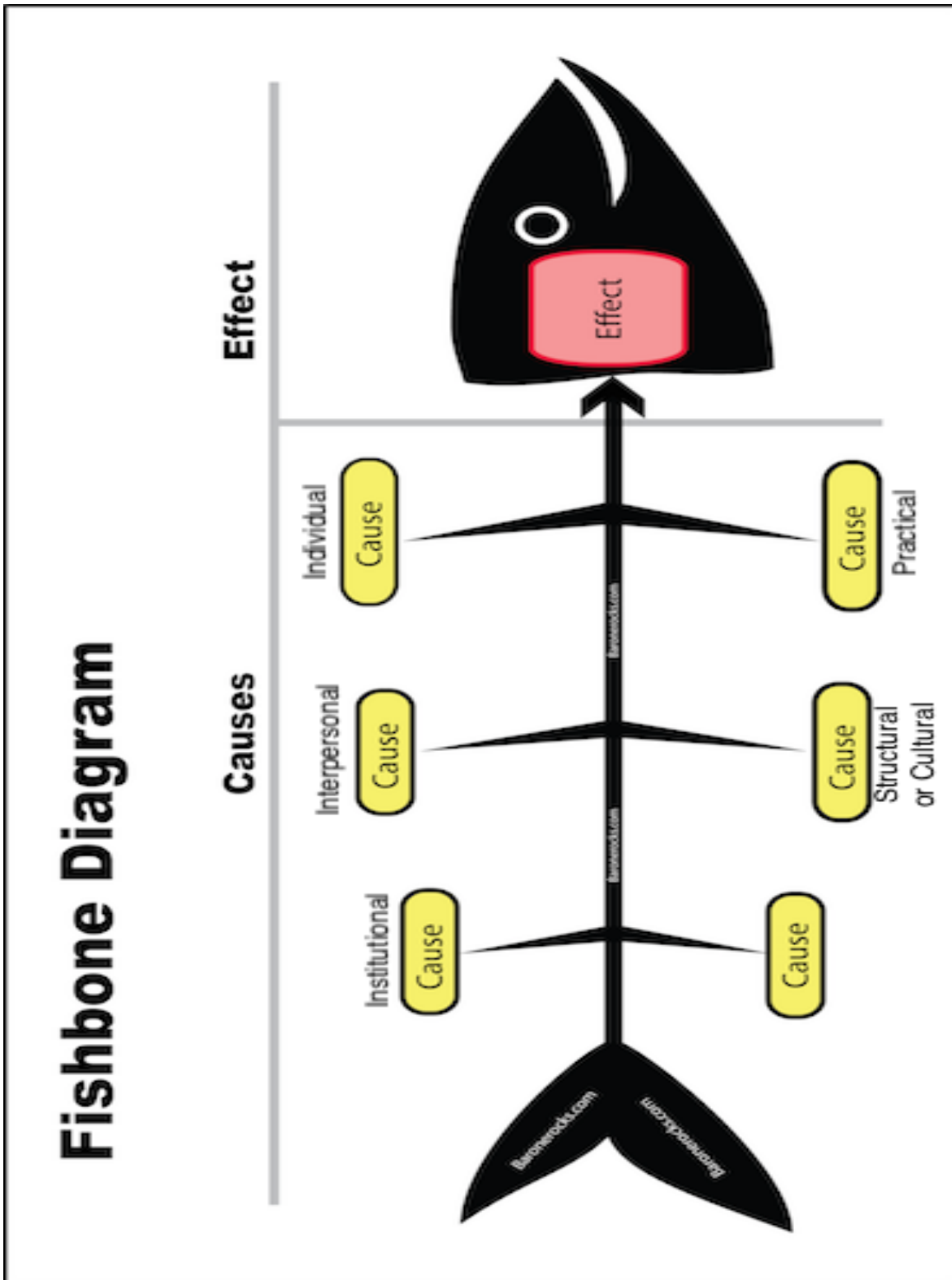
This tool guides to reflect more deeply about what underlying issues factors might be contributing to families' disengagement, pointing to potential starting points for reconnecting and reengaging with families.

Use this exercise with colleagues in your own organization or school to examine the systemic issues that may be the underlying barriers to families being fully engaged. You may also want to include parenting adults with whom you have built trust to broaden your perspectives.

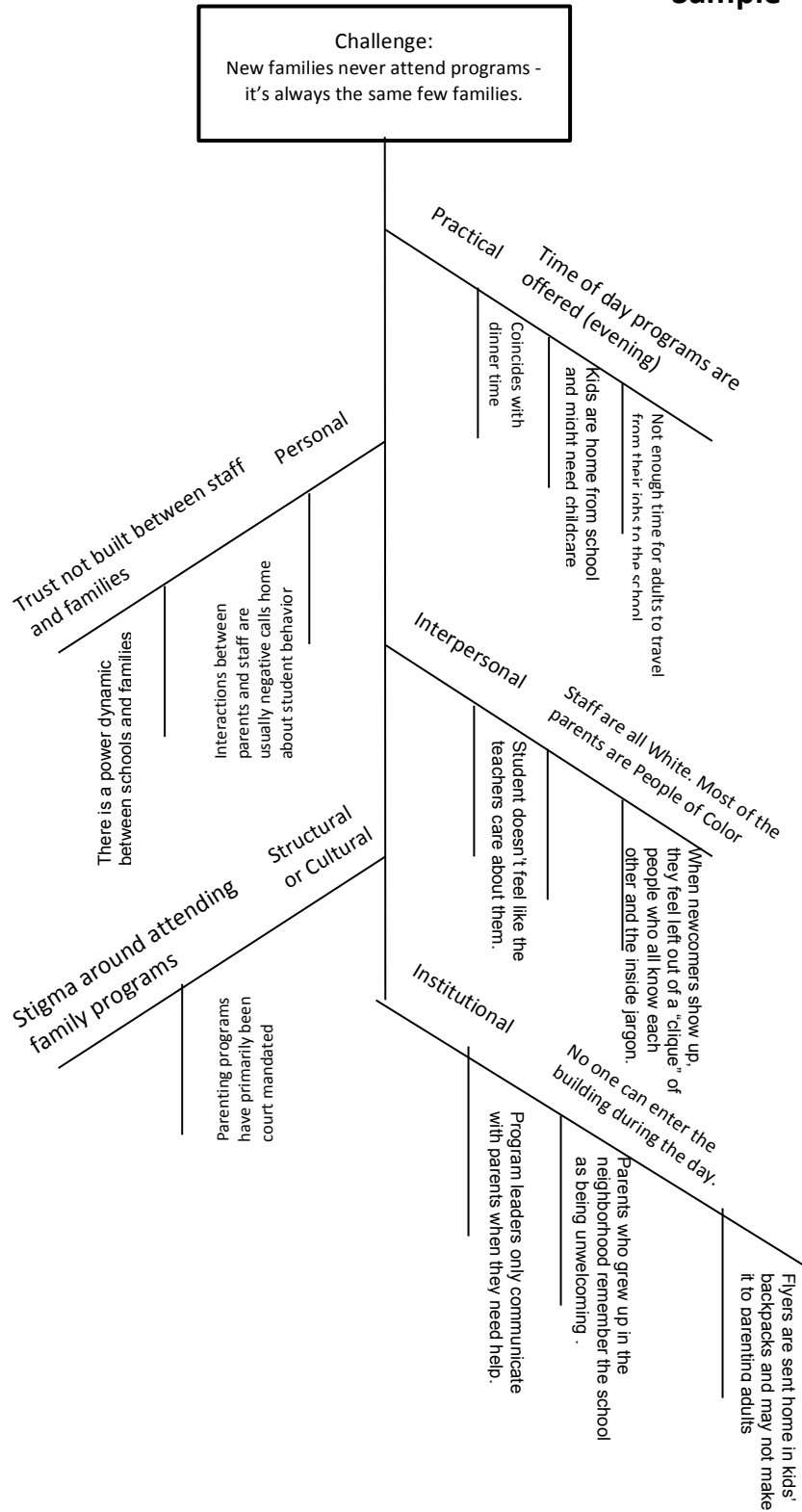
Directions:

1. Identify a challenge you want to think through. Write it at the top (near “effect” of the fishbone on page 15).
2. As a group, think through some of the factors that contribute to this challenge or problem. Try to think of at least one or two in each of the categories: Practical, individual, interpersonal, structural/cultural, and institutional. Write one factor on each diagonal line. (If you need more, just draw them on.)
3. If something you add has causes underneath it, you may draw more lines off of the diagonal lines as well. Continue until you believe you've adequately covered the underlying issues.
4. Draw a star next to 2 – 3 of the factors you identified where you believe a relationship-centered approach could be a fruitful starting point for connecting with families to address this challenge.
5. As a group, brainstorm 15-20 strategies that might be useful in addressing some of the barriers and building new connections. Use the table on page 15 to trigger ideas. Write your ideas on a flip chart, white board, or shared screen. (Usually, some of the best ideas come after you get past the obvious ones, which generally takes at least 10 to 15 ideas.)
6. When you have a list that you're happy with, select 2-3 that your team would like to try.

Use the page to complete your “Fishbone” analysis (See sample on the next page)



Sample "Fishbone" Analysis





References

- Garcia, M. E., Frunzi, K., Dean, C. B., Flores, N., & Miller, K. B. (2016). *Toolkit of resources for engaging families and the community as partners in education—Part 3: Building trusting relationships with families and the community through effective communication*. Denver, CO: Regional Educational Laboratory Pacific. Retrieved from <http://files.eric.ed.gov/fulltext/ED569110.pdf>
- Mapp, K. L., & Hong, S. (2010). Debunking the myth of the hard-to-reach parent. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 345–360). New York, NY: Routledge.
- Mytton, J., Ingram, J., Manns, S., & Thomas, J. (2014). Facilitators and barriers to engagement in parenting programs: A qualitative systematic review. *Health Education & Behavior, 41*(2), 127-137.
- Pineau, M. G., L'Hôte, E., Davis, C., Volmert, A. (2019). *Beyond caring: Mapping the gaps between expert, public, practitioner, and policymaker understandings of family, school, and community engagement*. Washington, DC: FrameWorks Institute.
- Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools, 2nd ed.* San Francisco, CA: Jossey-Bass.