Facilitation of the Parent-Child Relationship

(workbook 21-23)

Goals of session

- Improve understanding of ELS and facilitation + coaching techniques at level of family
- Learn OSCAR acronym
- Practice strategies +commenting
- Facilitation vs. Coaching families

Scenario: New ELS

An ELS calls you after their first home visit and says, “I froze! I wasn't sure what to do or say.”

As their Coordinator, how would you respond? What guidance would you offer for their next visit?

Why Observation Matters

- **Observation** helps ELSs know when and how to support caregiver–child interactions.
- Let caregivers take the lead.
- Observe caregiver practices, child cues, and interactions.
- Notice emerging skills and progress toward goals.
- Use observations to inform comments, questions, and reflection

The **OSCAR** Facilitation Framework

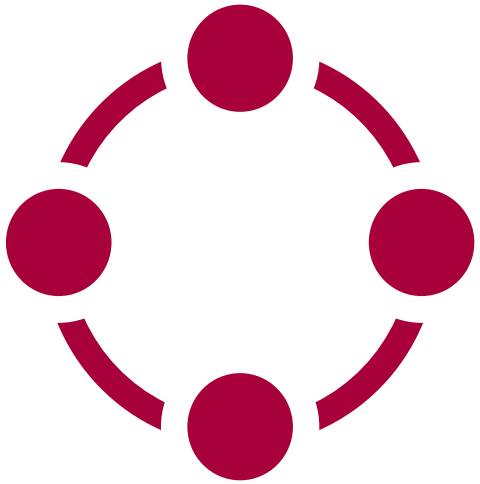


These practices help keep the caregiver as the child's primary partner during the visit.

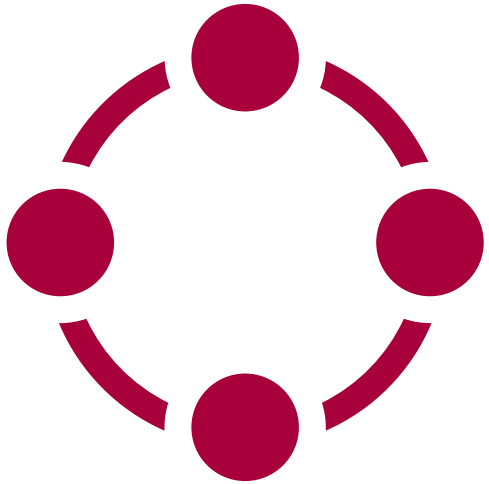
OSCAR – strategies for ELS facilitation

- **O** – **Observe**: Watch caregiver–child interactions (3–4 minutes).
- **S** – **Sit**: Sit alongside the caregiver, supporting their lead.
- **C** – **Comment:** Recognize caregiver strengths and connect observations to child development.
- **A** – **Ask:** Use open-ended questions to encourage caregiver reflection.
- **R** – **Reflect:** Reflect with the caregiver on their child's learning and development.

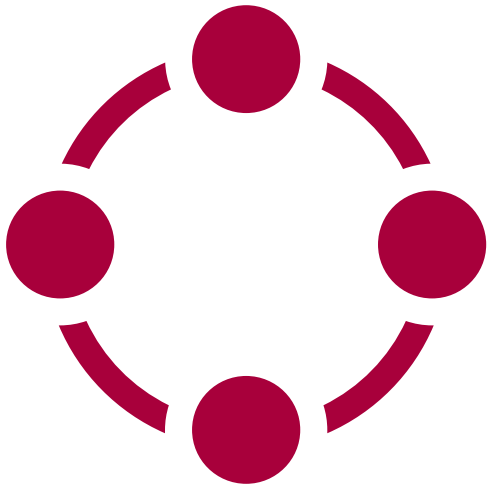
OSCAR is a flexible set of strategies ELSs can use throughout a visit, not a fixed sequence of steps.



3-4 mins
Observation

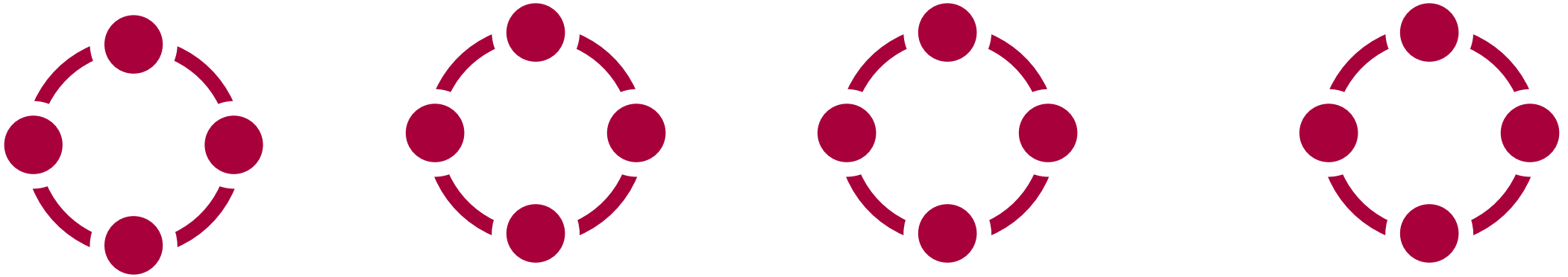


3-4 mins
Observation



3-4 mins
Observation

OSCAR Cycle

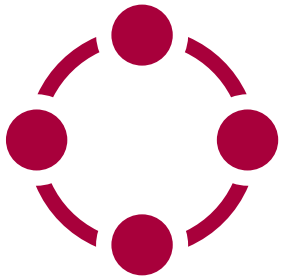


2-3 mins
Observation

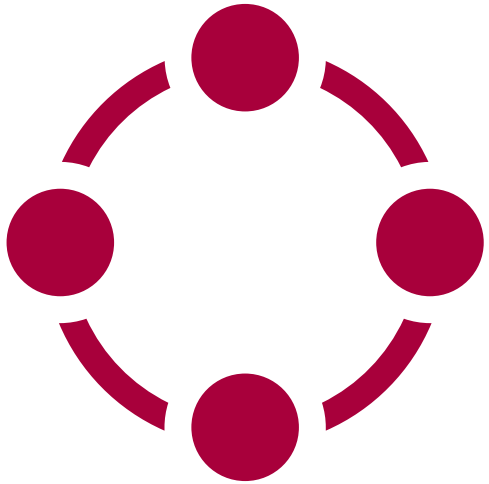
2-3 mins
Observation

2-3 mins
Observation

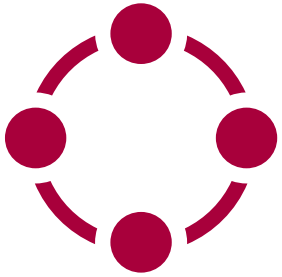
2-3 mins
Observation



2 mins
Observation



6-7 mins
Observation



2 mins
Observation

OSCAR

- "S" for sit next to parent

- Supports the idea that comments are directed at parent rather than child

OSCAR – Comment + connect

- Comment on parent strengths
- Connect to child development or school readiness skills
- Comments directed at parent rather than child

ParentChild+
Equal Possibilities From The Start

Facilitating parent-child interaction: Coaching starters

Observation prompts:

- “I’m going to observe you both play for a bit.”
- “How do you think she wants to play with it?”
- “I'll watch for a bit to see what he is learning.”
- “What do you think she is learning?”

Open-ended questions:

- “What happened when…?”
- “What have you tried?”
- ”What do you think about…?”
- “What would happen if…?”
- “What might you try next time?”
- “How did that compare with…?”
- “How do you feel about…?”
- “How would it work if you tried…?”
- “Where could you find out more?”
- “Would you like a suggestion?”
- “Can I offer you any resources on..?”

Starter phrases for a strength-based approach:

- “I noticed you…”
- “I observed you did ___. This is important because…”
- “I noticed when you did ___, your child responded by….”
- “I saw when you did ___, it supported your child's development because….”
- “This behavior (or skill) from your child matters because….”
- “It was interesting to see…”
- “How did you know to do that?”
- “Tell me what you were thinking when…”

Being with children: praise vs. encouragement

- **Praise**: "I am so proud of you." *Try instead*
- **Encouragement**: "You worked hard on that."

- **Praise:** "I liked your picture." *Try instead*
- **Encouragement**: "Look at all the colors you used. Tell me about your picture."

This approach focuses more on recognizing the child’s effort, which can engage the child in conversation and encourage further expression.

PICCOLO 29 things parents do to support school readiness

1. Speak warmly
2. Smile at child
3. Praise child
4. Stay physically close to child
5. Say positive things to child
6. Interact in positive ways with child
7. Show emotional warmth
8. Pay attention to what child is doing
9. Change activities to meet child's interests or needs
10. Be flexible when child changes interests
11. Follow what child is trying to do
12. Respond to child's emotions
13. Look at child when child talks or makes sounds
14. Reply to child's words or sounds
15. Wait for child's response after making a suggestion
16. Encourage child to do things with toys
17. Support child's choices
18. Help child do things on his or her own
19. Verbally encourage child's efforts
20. Offer suggestions to help child
21. Show enthusiasm about what child does
22. Explain reasons for something to child
23. Suggest activities to build on what child is doing
24. Repeat or expand child's words or sounds
25. Label objects or actions for child
26. Engage in pretend play with child
27. Do activities in a sequence of steps
28. Talk about characteristics of objects
29. Ask child for information

OSCAR – Ask questions in real time + reflect on the visit together

Ask questions that help families reflect on their interactions with children (**reflection record)**

- What worked?
- What didn't work?
- Co-planning

Observations and strengths- p 21

- What you notice about child?
- What do you notice about the caregiver? Think of developmental parenting domains
- What strengths are in the interaction

Give it a try!



Video One - pg 22

1) What did you observe about the parent?

2) How do you react an ELS to this parent?

(Use 29 Things or Coaching Starters if helpful)

Link: transcribed Yolo_4_24_25_PICCOLOrEC_Nawid-2.mp4

Facilitation of the Parent-Child Relationship

(workbook 24)

Popcorn – p 22

1. What part of OSCAR feels easiest to use?

2. What might require more practice?

3. How might you support a new ELS to use OSCAR during visits?

Popcorn

In the chat or out loud, what is the difference between **coaching** and **facilitation**?

When would an ELS move from one to the other?

Facilitation of PC relationship

- **Focus**: Strengthen caregiver–child interaction, with the caregiver taking the lead.
- **ELS role:** Observe, recognize strengths, ask open-ended questions, and encourage reflection.

--> Coaching strategies (under facilitation): With family **goals,** share information, model, or support caregiver goals to strengthen certain practices.

Facilitation of PC relationship

Coaching language:

Goals outside a visit:

“Last time, you mentioned wanting to work on ___. How has that been going?"

“Has it worked well when you tried_____. Is there anything you'd like more support with?”

Goals inside a visit:

“Last time, you mentioned wanting to work on ___. Let’s take chance to work on that.”

“Have you had a chance to try ___? What did you notice?”

Reflection Record

Do staff understand why we collect each piece of data and how it helps inform our work?

Why Facilitate Rather Than Model?

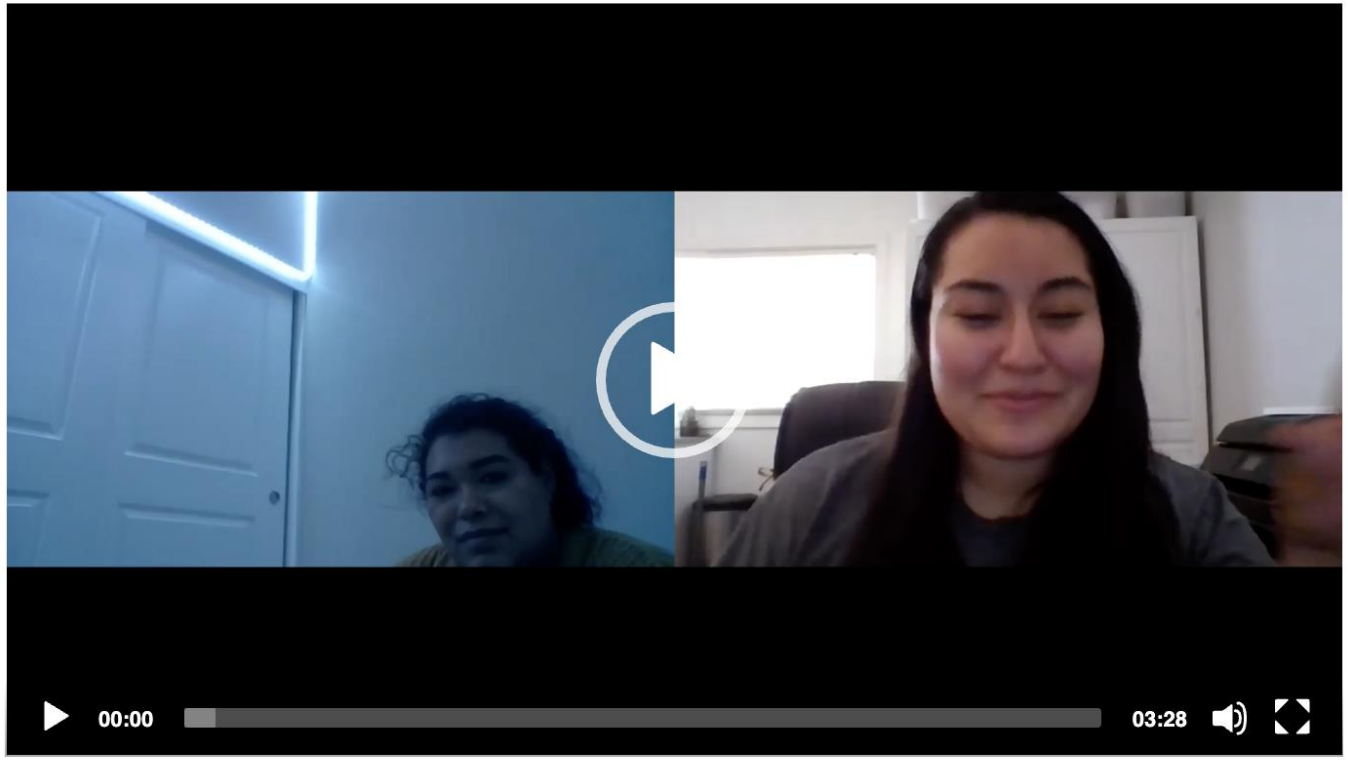
- Facilitation maintains parent as the child's "first and best teacher"
- Affirms caregiver capacity, competence, and strengths
- Builds developmentally supportive behaviors of the parent



(Moss et al., 2011; Peterson et al., 2007; Roggman et al., 2016),

Video Observation – pg 21 adapted

1) What do you notice about the child?
2) What strengths are present in the interaction?
3) How does the ELS support this interaction?

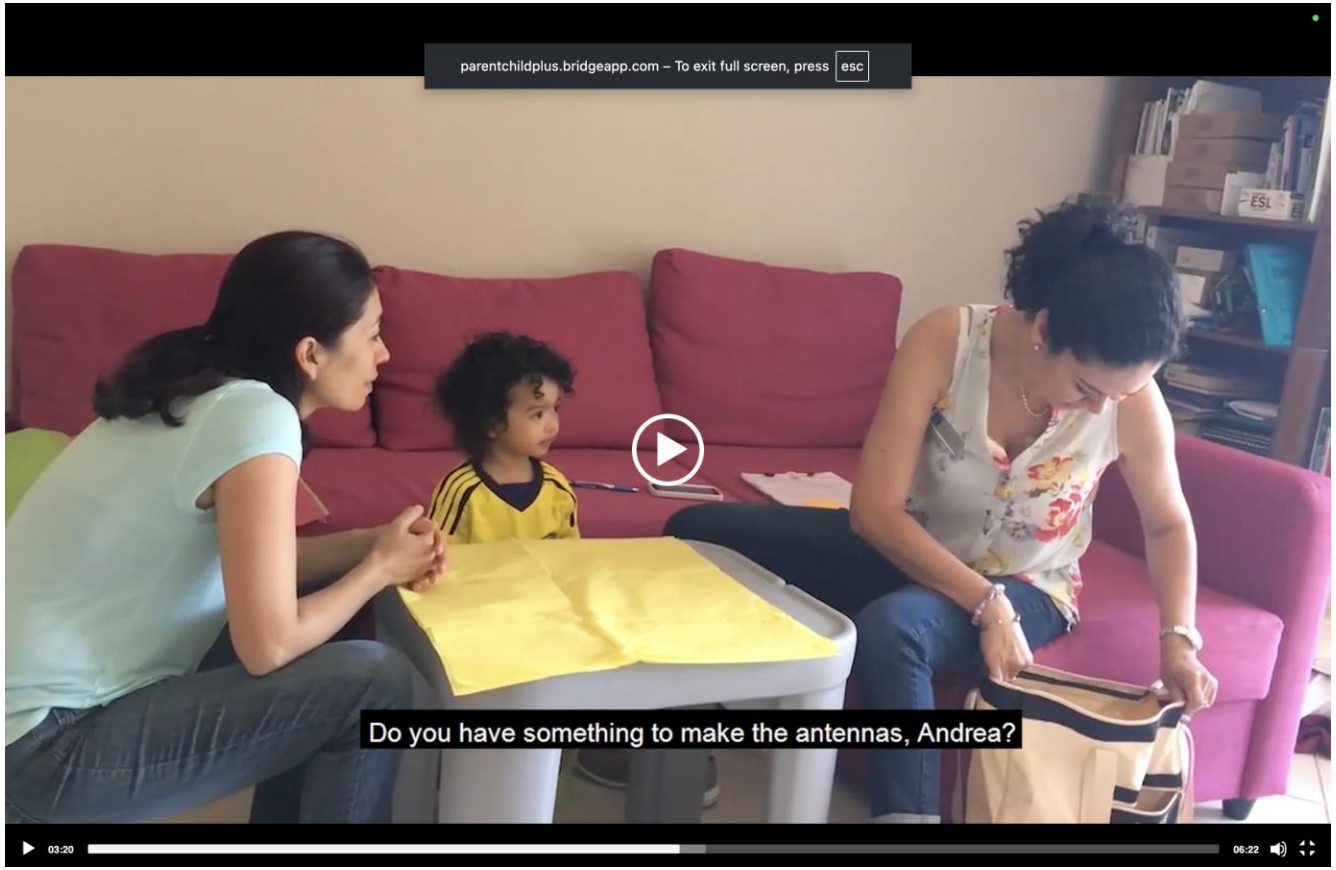


Video Observation – pg 21 adapted

1) What did you observe about the parent? Her strengths?

2) How did the ELS react to this parent?

(Uses 29 Things or Coaching Starters if helpful)



transcribed Yolo_4_24_25_PICCOLOrEC_Nawid-2.mp4

Video Observation – pg 24

- What do you observe?
- What might the ELS say?
- How can you link it to child development? Can you link the parent's behavior to child development

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Facilitating Parent-Child RItp - p 22

- What do you observe?
- What might the ELS say?
- How can you link it to child development? Can you link the parent's behavior to child development.

Next steps