

Involving Families – Including Families in the Behaviour Support Plan

Summary

What is Including Families in the Behaviour Support Plan anyway?

- Include families from the beginning of the process of creating a behaviour support plan to the extent that they are comfortable with and able to be involved.

What's the Point?

- Honouring the family's expert knowledge of their child
- Gaining a holistic view of the child to better understand what their behaviour is communicating (e.g., sleep, medical needs).
- Increased communication and collaboration between the early learning centre and home environment.

How Do I Do This?

- At least one family member is included on the team creating a support plan for their child
- The family is encouraged to provide information about the child through whatever method of communication is best for them (email, phone, in person conversation, text...)
- Educators ask family questions to gain understanding of family's goals for their child.
- Goals created by the support team are relevant to both home and educational settings
- Educator asks clarifying questions to ensure family's input is understood and valued
- Family's information about their child's interests, strengths, needs, likes and dislikes are considered when educator is completing checklists.
- Educators seek feedback from the family about their observations and hypotheses about what their child's behavior is communicating. (example, "I noticed that Jerome tries to leave the room when it is loud, do you notice that loud noise is a stress for him at home?")
- Family helps decide what strategies will be included in the plan to support the child
- Family is given support to learn about the agreed upon strategies to use in the home setting
- Family is provided with a copy of the behavior support plan
- Educator consistently provides family with updates on child's progress

How Will Children Participate in This Practice?

- Children can participate in the initial meeting to give their input
- Children share what makes them feel appreciated

Checklist

Task	Complete?
Family members are invited to be included on the child's support team and the family member(s) participating are asked how they would like to communicate to give their input. (phone, in person, email etc.)	
Educators encourage and invite family member to share information about their child, this includes their hopes and goals for the child	
Educators ask clarifying questions to ensure that they understand the information being shared by families and that the family's input is valued and included	
Information provided by the family about their child is included and considered when educators are filling out checklists and other forms as part of the support plan creation process	
Educators ask questions and request feedback from family when reviewing their observations and determining what the child is communicating through their behavior.	
Family provides input and helps to decide what strategies will be included in a support plan for the child	
Family is provided with resources and support such as modelling from the educational team to learn and use strategies on the support plan to promote consistency between home and educational settings	
Family is provided with a copy of the support plan they helped to create for their child	
Family is given updates to celebrate their child's progress	

As a co-researcher you may also gather insights from families and colleagues to help you understand more deeply what children are doing or trying to accomplish in their play, learning, and development.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 89

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

