

Sharing Development Concerns with Parents

A Guide for Early Childhood Professionals



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Barnardos' mission is to deliver services and work with families, communities, and our partners to transform the lives of vulnerable children who are affected by adverse childhood experiences.



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Introduction

The daily conversations you have with parents¹ in your role as an early learning and care (ELC) professional, where you share brief discussions about their child – talking about how their day went, sharing the joy of milestones reached and exchanging pleasantries – lay the foundation for a trusting and respectful relationship to develop between you. This relationship is crucially important to the development of a partnership approach, where you work together with parents in the child's best interests.

The trust built up within this relationship will be key if an occasion arises where it becomes necessary to have what may be a more difficult conversation with a parent about their child. Such conversations might relate to concerns you have about a possible developmental delay, a sensory or learning related issue, or a behavioural or emotional issue for a child. Knowing how to approach these conversations and what to say when sharing your concern, while also trying not to cause undue distress for the child's parent or for yourself, can sometimes be challenging.

This resource offers guidance about how to approach difficult conversations with parents and how you can work together, if the parents wish, to plan steps for the family to get any emotional supports and practical help they might need. While this guide contains general advice on approaching difficult communication with parents, you will need to consider the uniqueness of each family and determine what will work best for them.

1. The terms 'parent' or 'parents' used throughout this resource refers whoever it is that has guardianship of a child, whether mother, father, foster carer, step-parent, grandparent, etc.

The Role of Early Learning and Care

The effect of early experiences on brain development

The early years is a critical phase of brain development in children. While the basic architecture of our brains is constructed through an ongoing process that begins before birth and continues into adulthood, our early experiences affect the quality of that architecture by establishing either a strong or weak foundation for all of the learning, health and behaviour that follows. The brain is most flexible, or 'plastic', early in life to accommodate a wide range of environments and interactions. This means that it is easier and more effective to influence the developing brain architecture when a person is very young than it is to rewire parts of its circuitry when they are adults (Centre on the Developing Child, 2007).

Most infants and toddlers in early learning and care settings meet developmental milestones within the typical range but, for a small percentage of children, some factors in both nature (genetics, biology) and nurture (environment, interactions) can result in delays in typical development (Zero to Three, 2010). It is crucially important that when 'gaps' (big or small) or particular needs are identified in a child's learning and development, they are acted upon in a timely manner.

The sooner a child can receive the supports they require,
the better the outcomes that can be achieved for that child.

The role of the early years educator

As an early years educator, you are very well placed to identify potential developmental or behavioural issues that might arise for a child at an early stage due to your professional knowledge of child development. When you are planning an activity or assessing a child's learning, you are using this knowledge and understanding of child development to guide your thinking and to identify realistic expectations, and you will draw on this when determining the learning goals and developmental milestones for each child.

As well as this knowledge and understanding of child development, every day you enter the setting equipped with an invisible toolbox of other skills and knowledge that puts you in a strong position to identify and support all children's needs.

These include:

- Communication and listening skills
- Organisational skills to plan the day and respond to the different needs of the children
- The ability to inspire and enthuse young children
- Energy, resourcefulness, responsibility, patience and a caring nature
- An understanding of the needs and feelings of children
- The ability to work independently with children, as well as being able to work in the wider team

Your daily practice as an early childhood professional also makes you well placed to identify developmental or behavioural challenges for a child. Spending the majority of the working day with a particular group of children means you will gain an in-depth knowledge of each child, understanding their likes and dislikes, and their interests, and spending time building a connection with them so that they feel safe and secure in your care. You will also understand their needs in relation to positive developmental outcomes.

While being fully cognisant that a parent knows their children best, as an educator you see a child's interactions and behaviours within their peer group and may identify gaps in the child's development sooner than their parent might. Parents may not have opportunities to see their child with children of a similar age on a regular basis and may not recognise any issues with their development. It is also possible that parents may be in denial and might have normalised their child's behaviour.

If you suspect a potential developmental concern, your role is to maintain open communications with parents to exchange and compare information from home and setting observations (Zero to Three, 2010). It is also your role to offer information and advice, if required, to support the family to get a professional assessment for their child if necessary. It is not the role of an early years educator to make any diagnosis in relation to a child. Following a professional assessment, you can support the family with the identified care plan and, where possible, incorporate any new approaches into the child's daily routine within the setting.

Partnership with Parents in National Policy Documents

A number of key policy documents in early learning and care in Ireland promote the importance of good regular communication with parents in both a formal and informal context, and highlight the need to work in partnership with parents in the best interests of the child.

In Síolta, the National Quality Framework for Early Childhood Education:

- *Standard 3 Parents and Families* promotes the establishment of formal and informal communication, sharing of information with parents and involving parents in their child's learning and care.
- *Standard 4 Consultation* promotes parents having the opportunity to discuss their child's development, accomplishments and/or needs and difficulties.
- *Standard 12 Communication* highlights the importance of on-going effective communication with parents while also observing the principles of respect and confidentiality.

Aistear, the Early Childhood Curriculum Framework, as well advocating for a partnership approach with parents, details the importance of observations and assessments and outlines why you should share these with parents on a regular basis.

Regulation 19 of the Child Care Act 1991 (Early Years Services) Regulations 2016 is concerned with the health, welfare and development of the child. According to the Quality Regulatory Framework (QRF), developed to support early years services to comply with the 2016 Regulations, this regulation takes account of the health, welfare and development of the child across the service and how the service respects and values parents, guardians and families of all diversities by:

- Recognising parents and guardians as the primary carers and educators of their children.
- Communicating with parents and guardians in a sensitive, supportive and confidential manner, while being open and honest.
- Working with parents and guardians by sharing knowledge and observations of the child's interests, strengths, developmental and care needs, approaches to learning, changes in their life, and any other concerns.

- Providing parents and guardians with daily information, including significant events or activities involving their child (for example, their child's sleep and rest patterns).
- Providing opportunities for parents and guardians to be involved with service activities, taking into account the family circumstances, the parents' or guardians' particular interests and their time commitments.



Policies and Procedures

To support the staff team in achieving the above, your setting should consider developing appropriate policies and procedures such as:

- A Communications Policy that details the strategies used in the setting for effectively communicating with parents and the approaches to be taken.
- A Partnership with Parents Policy that highlights the importance to be placed on the parent as the primary caregiver and the strengths-based approach to be taken by the setting.

The Building Blocks of Good Communication

Early years educators recognise that developing a trusting relationship with a parent begins before the child even starts, on their first day they visit the setting. How you greet parents, how you share information about the setting with them, how you talk with them about their child and the atmosphere that you create all work towards this. The way the physical environment clearly welcomes parents also makes a first impression. Over time, trust develops when a parent can see that their child is happy, having fun and enjoys being in the setting, and understands that you are invested in their child's learning and development.

Sharing information verbally with a parent, whether in a formal or informal context, is an established route to communicating, but non-verbal communication also plays a big a part. Consider what the displays in your setting, for example, exhibitions of photographs and children's artwork, are communicating to parents and how you might view them if you were a parent.

Using a range of ways to communicate demonstrates the regard and respect you have for each child and for their parents.

Formal communication

The formal communication process begins from the first day that a parent enters the setting, from the filling in of the application form to the open-day/night and the settling-in period. It is important that a parent feels comfortable, at ease and welcomed during these times, and that they feel and see that their opinion matters within the setting. You should always involve parents in the development of their child's care plan and review this with them regularly throughout the year through private, individual and formal scheduled meetings.

Informal communication

Daily informal chats with a parent are hugely important in developing trust between you and should never be undervalued. These chats often comprise of an exchange about how the day went for the child and details of any significant events. The manner in which these happen is crucial and, ideally, they should not be rushed. You can offer parents the opportunity to ask questions and to observe their child within the setting.

It is important to take the time to reflect regularly on how these exchanges happen and ask yourself:

- What kind of opportunities are in place for informal regular conversations with parents?
- How do informal opportunities for communication with a parent support the child's learning and development?
- How are children's artwork and photographs displayed for parents to easily access?
- How do I plan and prepare for the daily informal communication with a parent?



The key person approach

A key person approach is an effective way to build relationships with individual children and their parents in the early years setting. The key person approach is a method of care in which each child is assigned a particular educator who supports the child and their family by building a special relationship with them. The key person acts as the primary contact with the parent and strives to develop warm, responsive and sensitive communication with them (Barnardos, 2016).

Specific aspects of the role include:

- Linking closely with parents in helping to settle a child in to the setting.
- Understanding the child's needs and the parents'/guardians' wishes in relation to their child's learning and care.
- Observing changes in the child and how their particular interests might develop.
- Making contact at the beginning and end of each day with the child and parent, and providing updates on progress and developments.
- Taking part in the child's reviews.
- Monitoring the curriculum offered to the individual child to ensure that it is matched to their particular abilities, interests, needs and developmental level.
- Understanding cultural differences and key words from the child's own language if English is not the child's first language.

Having an effective key person approach within your setting is considered best practice and can be a huge advantage if or when a difficult conversation is needed with a family. As a key person, you will have invested time in getting to know the child and their family, and they are more likely to feel more comfortable in discussing their child's needs with you.



Working in partnership with parents

Working in partnership with parents is not only about sharing information, but also listening to them and demonstrating respect for their opinion.

Parents will feel involved as a partner when their opinions are not only sought but acted upon.

It is essential that you consider diversity and are inclusive in your approach, acknowledging and understanding that there are many factors that parents might possibly be dealing with such as poverty, disability, mental health difficulties, membership of minority ethnic and cultural communities or not having English as their first language. This is a particularly important consideration when raising difficult issues as these challenges may hinder parents in understanding the issue and/or being able to address it. Parents dealing with particular circumstances such as those mentioned above, or very young or inexperienced parents, may find the process of accessing supports very daunting.

Building the Picture

Observations and assessments

The early years is a period of amazing growth and development. The sooner you can spot a possible developmental delay, the sooner the child will get the appropriate support, which will minimise the potential negative impact on their learning and development.

Observation enables you to identify each child's responses and behaviours in different situations, such as during care routines or with new people. Through this, you can find out which experiences, routines or activities a child seems to enjoy, and which they find difficult or seem to make them anxious or uncomfortable.

The observations and assessments of learning you make on each child, as you take note of their learning achievements and the areas that they may need support in, are particularly important for planning. You will be reflecting on where the child is functioning in relation to developmental expectations, using your experience and knowledge of child development to frame your thinking, and planning the curriculum and developing individual plans for each child. You will also notice gaps in a child's learning and development and will be able to address this by ensuring that the individual plan for that child reflects your observations, devising activities and supports that will address the child's particular needs and interests. Later, you can refer back to your earlier observations to identify new learning.

Sometimes you might identify behaviour or actions of a child that may need more exploration on your part. Observing and making note of the frequency of the concerning behaviour and the circumstances in which it occurs will help you in determining if this needs further action.

You can also speak to the other educators in the room to find out what they may have noticed, perhaps asking one of them to carry out their own observations to confirm or otherwise what you have noted about the child. Discuss the issue with your manager within the context of supervision to help you 'unpick' the information that you have gathered and help you to formulate an approach to support the child.

When building a picture of the child it is also important to take into consideration what parents share with you on a daily basis about what their child is doing and what is happening for them at home.



Documenting concerns

Documenting your observations of a baby's or young child's responses and behaviours is crucial in helping to assess their progress and their specific care and learning needs accurately. As well as building a picture of the child and developing a sense of their wellbeing, learning and development for planning purposes, you can use the documentation to show your observations to parents so that they are up to date on their child's developmental progress.

In order to build a picture of the child, it is important to consider what forms of documentation you will use.

- Individual communication books for each child to make a note of 'things' that happen throughout the day for the child.
- Post-its to write quick notes of interest about each child.
- Learning Stories to capture moments in a child's day and explore the 'why' of what they are doing.
- Technology, again to capture moments and to share observations directly with a parent. Having a parent's consent to use video to record observations is very helpful in addition to taking objective notes of exactly what you see.

These daily observations of the child, when you are listening, questioning, reflecting and documenting what you see are the time you might first notice an issue of concern. This is when you need to begin more focused observations to gain an even clearer picture and more understanding, and to confirm or clarify what it is you see.

You do need to be careful of having any preconceptions, however. For example, you may have concerns that a child does not communicate very often, but it is important to keep an open mind about this until you have gathered enough evidence, documented it clearly and looked at it all together. You will be able to see more clearly, for example, whether the child's lack of communication applies in all situations or just some, just with adults or with other children as well.

Where you may have a concern about a child's development, as you document observations think about how well your documentation notes combined with video and/or photo evidence will show parents what you are seeing that is causing your concern.

Documenting observations and discussions with parents will also help you to evaluate the effectiveness of your practice, looking at:

- The learning opportunities provided so far
- The environments and experiences that have been offered
- The approaches taken up to now to support the children's wellbeing, learning and development

It may become clear that it is gaps in these areas that are leading to a child not reaching an expected learning goal. For example, the child is not being provided with enough stimuli.

It is critical to remember that in carrying out all the above you are not making a diagnosis. You are merely observing, assessing and documenting the child's development, as well as your own your team's practice in relation to that child's individual needs, and using your professional judgement to determine if there is an issue that you need to discuss further and in more depth with the child's parents. If you do decide to speak with the parents about a concern about their child's development, you should avoid making any suggestions of what you think may be a specific condition and certainly avoid using any labels.

Meeting with Parents to Discuss a Concern

If you have built the picture of a child and have identified some areas of development that need further supports outside of your setting, it is time to speak with the child's parents. This needs careful planning.

While some parents may be aware from birth that their child has a disability, developmental delay or other additional need, or may have another child who has already been diagnosed with a developmental delay, for others it might be months or even years before an issue is identified. The news that you have a concern about their child's wellbeing or development is likely to come as a shock to some parents. How families react to the news will be individual to that family. Parents may experience a range of emotions including shock, denial, guilt, sadness, anger, fear for the future and grief for the loss of a child who would have followed the usual path of development. Attending to the parents' ability to receive the information being communicated and maintaining a focus on mutual concern about the child's overall wellbeing will lay the foundation to move forward (Zero to Three, 2010).



Arranging the meeting

The sooner you can speak with the parents the better. Putting off conversations usually makes it harder to bring up later, and is likely to impact on your own levels of anxiety. The timing of the meeting matters. These conversations are not suitable for the informal day-to-day exchanges as the parent is often in a hurry and other parents can be in the vicinity at the same time. Nor are they suitable for the formal scheduled parent/educator meetings that you hold throughout the year. On these occasions, you will have a number of parents to see within a specified timeframe and it would be difficult to give one parent the required space and time to discuss the issue in any depth. More importantly, the conversation is time-sensitive – the sooner you have the conversation the better for the child – so it is better not to wait for a pre-scheduled meeting.

Let the parents know that you wish to arrange a meeting at a time that is convenient to them. Explain that sometimes children's behaviours and actions in the early years setting will be different to what they are seeing at home and that you have noted a few things that you would like to discuss with them.

Planning the meeting

Having discussed the issue with your manager, you can decide together who will attend and who will lead the meeting. This will be based on your experience as an educator and the nature of the issue you have identified. A level of professional confidence is required to address concerns with a parent, as well as being in tune with your own emotions and aware of others' emotions. Discuss any anxieties you may be experiencing and any other concerns you may be having with your manager before the meeting. The issue that you have identified may have a personal relevance to you, for example.

Prior to the meeting, think about the things that you want to say and how best to present the issue. Practise this with your manager/colleague and be prepared for the various ways the parents may react, as there are likely to be strong emotions.

It is important that you create an environment for the meeting where parents can feel safe, comfortable and supported. Choose a private area where you will not be disturbed. It is not ideal for either you or the parents involved if there is a chance you might be interrupted by phone calls, other educators or children. Consider the seating in this area and ensure both you and the parent are seated appropriately for the discussion. It is not comfortable for adults to use child-sized

chairs, for example, and this could distract from the conversation. Make sure also that there isn't a barrier, such as a table, between you.

Dedicate as much time as you or the parents need to have a full conversation, do not rush it.

Where parents are separated, they may need to be spoken with separately. Any parent or legal guardian is entitled to be given the information and you cannot assume that one parent will share the information with the other.

Recording the meeting

A good record of the meeting provides transparency and accountability in relation to decisions made and follow up actions. These records should:

- Be factual (clearly differentiating between facts, opinion, judgements and hypothesis).
- Be clear and concise.
- Be legible.
- Use straightforward language.
- Be signed by all in attendance and dated.
- Be copied and shared with the parents.
- Be stored confidentially.

Communicating the Concern

Some general points to keep in mind for the conversation:

- Use your words carefully. Throughout your communication with the child's parents, avoid using any jargon or terms they might not be familiar with.
- Be as specific as you can about any observations you have made and give concrete documented examples.
- Remember also, it is not your role to diagnose, just to share your observations with parents and support and encourage them in seeking help for their child.

Starting the conversation

Step 1

Start off by clarifying the purpose of the meeting. You will have shared this already but it is good to reiterate at the beginning of the meeting.

Step 2

Highlight that you will be taking notes and agree what is to be recorded.

Step 3

Remember that confidentiality will be crucial for the parent and should be highlighted from the outset. Assure the parent that you will only share information with other educators working directly with their child and only with an outside organisation if you have their permission.

Asking parents to share their insights

Step 4

Ask the parent how the child is at home. Listen carefully to their perspective and show understanding to their family dynamics.

Step 5

Note any positive observations you might have about the child. Every parent wants to hear what's going well for their child and to see that you care about their child and understand them.

Step 6

Ask the parent how they view their child's development. Listen carefully as this will give you an understanding of how they see their child.

Step 7

Before you share your own observations, ask the parent if they have any concerns in relation to their child. If so, give them space to discuss this and share any worries they have. If needs be, ask questions for clarification, *'Can you give me an example?'*

Sharing your concerns



Step 8

Outline more specifically why you have called the meeting. *'I have noticed that...'* and add that you wish to discuss with them the best way to approach the issue and to ultimately meet the needs of their child.

Assure the parent that as a team you want to support their child and incorporate any new approaches identified into the child's daily routine.



Step 9

Share your observations, using all documentation that you have used, as you have practised. Discuss recognised child development information that has informed your observations to help the parents know that you are basing your observations on facts and not just on feelings.

Give the examples that you have noted and ask them if they have ever noticed anything similar at home.



Step 10

Wait patiently for the parent to process the information and to respond to what you have shared. Be prepared to answer any questions that they may have in order for them to seek clarification.

Genuinely ask for their opinions, *'Do you have any suggestions you would like us to consider?'*

Remind parents of the importance of acting early on concerns for their child's welfare. Be prepared for strong emotional reactions.

Agreeing the next steps

How you end the meeting will depend on how the parents have reacted to the observations you have shared with them.

If they accept or agree with the observations you have made, give them space to discuss this, and to share any worries they might have about what they are observing of their child's abilities, skills and behaviours at home. Together you may decide on a plan to gather more information to help identify if there is a concern that needs specialist professional intervention or a concern that requires a more focused plan to meet a specific identified care and learning need both at the service and at home. You can then discuss the next steps the parents can take, for example, getting in touch with their GP.

Before moving on to offer any further supports, you need to highlight that, as a service, you will take the lead from the parents and work in partnership with them in identifying supports if that is what they wish. At this stage, you might clearly contribute any useful ideas, opinions or relevant experiences to the discussion.

Some parents might need time to consider what you have shared and to process your concerns. You can ask if they would consider observing their child for a couple of days or weeks, in view of what you have told them, to see if they notice any of the actions or behaviours of concern and then meet again to discuss further. Welcome the parents into the setting to observe their child playing and interacting with their peers.

When you have reached the point when parents accept and acknowledge that there is a concern that they need to get help with, recommend that they follow up with the appropriate health professional (such as Public Health Nurse or doctor).



What may appear an obvious concern to you may have gone unnoticed by a parent or parents might be in denial that there is an issue. If a parent finds the information you have relayed to them upsetting or they do not think that their child does need additional supports, you need to listen to them and try to understand the issue from their perspective. Suggest to them that they speak with another family member or their GP and, most importantly, ensure that they know you are available to speak with them again when they have had time to think it over. Approach the parent again after allowing them time to consider the issue if there is no indication that they have acted on your concern. The issue may not resolve itself without an intervention and the needs and interests of the child are always paramount.

If a parent becomes aggressive or hostile during the meeting, it is in everyone's best interest to bring the meeting to an end while leaving the door open for a further conversation at a later date. Parents may continue to deny there is an issue, or you may have one parent receptive to the issue while the other parent denies it. As an educator, you have to respect that a parent is the child's primary caregiver and they will make decisions for their child based on their beliefs. Unless the issue you have identified will have a significant impact on the child's future learning and development, you need to accept their position on the matter and, over time, they might come to the same conclusion as you. If, however, there is likely to be a significant impact for the child then you need to consult your Child Safeguarding statement and the Child Protection protocol may need to be initiated.

Everyone processes information differently and, unless the issue has an immediate impact on the child's care and welfare, you need to give parents time and space in order for them to come to terms with the need for a professional assessment and to consider the next steps. Whatever a parent's reactions to your concerns, if at all possible, before the meeting concludes agree a date and time to meet again to discuss the situation further as maintaining communication should the child remain at the setting is absolutely essential.

After the meeting, it is important to take the time to reflect on how the conversation went and its outcome, and whether there was anything you did or said that you might approach in a different way the next time.

Follow On Support for the Family

Be sure to follow up on any actions that you have agreed with the parents. This will help to ensure that a positive outcome can be achieved for the child.

Be clear with parents how your team can support them and have a list of other professional supports with their contact details available that you can share with them. It is important that you keep informed about the range of needs, issues and challenges facing children and families, and the support services available, getting to know the roles and responsibilities of relevant statutory and voluntary agencies, professional organisations and community groups in your area and how they can be accessed by families.

Some families may find it difficult to seek out and get the help they need themselves, and may need support and encouragement to do so. This may be because parents:

- Feel overwhelmed by their problems.
- Are unsure where to go or who to ask for help (i.e. lack of information).
- Find it hard to admit that they need help and support.
- Lack the confidence to engage with professionals and organisations.
- Are worried about confidentiality and family privacy.
- Have mental health difficulties such as depression or anxiety.
- Have literacy or language difficulties.
- Are fearful of the consequences, for example, worried that their child may have to go to a specialised service or be placed in care.
- Have been put off by a bad experience in the past.
- Think that staff in services may be judgemental, for example, that they would be judged as 'unfit parents' or 'unable to cope'.
- Worry that there is a stigma attached to going to certain services for help.

Parents who are disabled or are members of minority groups (such as Travellers, asylum seekers or migrants) may feel that it is more difficult to access help and support or that their options are more limited. This may be due to cultural factors, discrimination, difficulties in access, or services not meeting the needs of people from different ethnic and cultural backgrounds. You need to be aware that these may hinder a parent in seeking help and offer support where you can.

If parents require support in making a referral to the relevant service you will need their permission to contact an agency on their behalf. You need to be realistic, however, about the support you can offer and let the parent know of these limitations. You should not feel that you can or need to 'fix' the issue and you need to be clear with parents in relation to this. If a parent is placing too much of a burden on you to do so, you do not need to agree to anything in the moment. Ask for time to consider their request and schedule a date and time to discuss again. This will give you time as a team to discuss the situation further and come to a realistic plan of support.



Reflecting on Your Practice

Use the following strategies, related to developing relationships and strong communication with parents, to reflect on your current practice. Through this, you can affirm what you are doing well and identify the areas you might seek to develop your practice further.

- Talk regularly with parents about their child's wellbeing, learning and development.
- Proactively seek parents' views and opinions.
- Affirm and encourage the central role of parents or guardians in their child's learning and development.
- Notice and value parents' strengths, interests and values.
- Affirm and build on small achievements of their child and sharing these.
- Make positive, strengths-based comments on their child's progress, without reference to other children.
- Share interest and enthusiasm about their child's progress.
- Make observations about their child's development related to the Aistear themes.
- Develop relationships over time, centred on the learning and development needs of children.
- Help parents to understand more about their relationship with their child and support parent-child relationships
- Support children's transitions, including the transition to primary school.
- Provide support to children and families who are experiencing stress due to their child's additional needs.
- Assist parents in accessing support services in the community or beyond, based on their needs.
- Share information with parents about what to expect next for their child, and how they can support their child's wellbeing, learning and development.
- Practise careful and attentive listening.
- Create a positive climate where emotions and feelings can be expressed safely,
- Identify the individual strengths and interests of children and parents, and build on these to provide parents and children with positive shared experiences.

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Zero to Three. (2010). *Infant/Toddler Development, Screening, and Assessment*. Retrieved from <https://www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment>

Useful Resources

Access and Inclusion Model (AIM) www.aim.gov.ie

ADHD Ireland www.adhdireland.ie

AsIAM (Ireland's National Autism Charity) www.asiam.ie

Centre for the Developing Child - The Science of Early Childhood Development
<https://developingchild.harvard.edu/resources/inbrief-science-of-eecd/>

City and County Childcare committees www.myccc.ie

Enable Ireland www.enableireland.ie

First 5 <https://first5.gov.ie/>

HSE <https://www.hse.ie/eng/>

Irish Neonatal Health Alliance - Sensory Processing Disorder
<https://www.inha.ie/sensory-processing-disorder/>

The National Council for Special Education <https://ncse.ie/>

Barnardos has a range of free e-books for professionals on topics including The Key Person Approach and Working in Partnership with Parents and for parents on Understanding Your Young Child's Behaviour and Child Development. Download these now at shop.barnardos.ie

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