



FAMILY ACTION LEARNING TEAM

Meeting Minutes

Date: September 18, 2017

Meeting Participants: Jessica, Amber, Pam, Will, Jodi-Ann, Melissa, Myrica, Jackie, Sean, Louis

Ready/Ready Staff: Rachael Burrello, Mary Herbenick

Facilitator: LaMonica Mitchell

Special Guests: Claretta Witherspoon, Jeff Quinn, Krysta Gougler-Reeves, Molly O’Fallon

SYSTEMS CHANGE TARGET: Engage families as partners and change agents in the community	
A. Agenda Item: Guest Speaker – Claretta Witherspoon	
<p><u>Summary of Discussion</u></p> <p>Conscious Discipline focuses on social emotional learning, and teaches families how to live self-control to create structure, boundaries, and safety for themselves and their children. Discipline means “to teach,” and the skills of discipline are life-long. They can be used by adults for their own self-regulation. (See additional details at the end of this document.)</p>	<p><u>Action Items</u></p> <p>FAMILIES: Stay tuned for more information on Conscious Discipline.</p>
B. Agenda Item: Consultant Role – Integrated Data System	
<p><u>Summary of Discussion</u></p> <p>Krysta Gougler-Reeves and Jeff Quinn of the Duke University Center for Child and Family Policy presented more information about the integrated data system that was described by Dr. Ken Dodge at the April meeting of Family ALT.</p> <ul style="list-style-type: none"> • The integrated data system (IDS) would be like an electronic medical record (EMR), but for types of services other than medical. • Information would go into a central database so that families don’t have to fill out the same information or tell their story over and over again. • One hope is to let families have access to their own records so they can make their own referrals for services. • Families’ information would be kept private and confidential, like with a medical record, and could only be share do a participating organization with consent from the family, and a justifiable reason for requesting the information. • Families agreed that they would find a system like this helpful, as long as they have control of their own information. <p>Any system put in place would be built <i>with</i> the community. To get community input, the Duke team will do brief “intercept interviews” around Guilford County. The Family ALT gave feedback on the proposed survey questions for the intercept interviews.</p>	<p><u>Action Items</u></p> <p>FAMILIES: See the attached draft survey questions, and contact Jeff Quinn or Krysta Gougler-Reeves with feedback or questions. Jeff: jquinn@duke.edu Krysta: Krysta.reeves@duke.edu</p>
C. Agenda Item: Change Agents Role – Family ALT Videos	
<p><u>Summary of Discussion</u></p> <p>Families agreed that the sound quality on the videos is too low, and they will re-shoot.</p>	<p><u>Action Items</u></p> <p>FAMILIES: Re-shoot the videos for improved sound quality.</p>

D. Agenda Item: Facilitator Transition	
<u>Summary of Discussion</u>	<u>Action Items</u>
LaMonica Mitchell is ending her time facilitating the Family ALT. Amber Robinson will pick up as facilitator beginning in October.	None identified

Meetings will be the 3rd Monday of each month at His Glory Child Development Center, 3223 Yanceyville St. Greensboro. Here's the schedule for 2017:

- **Monday, October 16, 5:30 to 7:30 pm**
- **Monday, November 20, 5:30 to 7:30 pm**
- **Monday, December 18, 5:30 to 7:30 pm**

EARLY CHILDHOOD SYSTEMS CHANGE PRIORITIES – GUILFORD COUNTY

1. Ensure all new parents are connected to critical early childhood information and community supports/services.
2. Connect more young children and their families to needed services by embedding coordinated developmental screening and referral processes into settings that provide services for families with young children.
3. Improve family access to needed programs through the creation of an effective referral and coordination network for young children and their families.
4. Leverage and expand early literacy resources/services to meet community need by determining and launching priority program and system changes.
5. Leverage and expand parenting resources/services to meet community need by determining and launching priority program and system changes.
6. Improve school readiness by addressing affordability and accessibility of high-quality child care in Guilford County.
7. Create seamless and easy transition experiences for children and their families by aligning Pre-K and kindergarten priorities, curriculum, and transition processes.
8. Ensure the local early childhood system is responsive to and respectful of family needs and voice.
9. Increase public demand for school readiness by implementing a public awareness campaign focused on building community buy-in about the importance of early learning and development (0-8).
10. Embed continuous improvement orientation within the local early childhood system.

OTHER WAYS TO GET INVOLVED

Ways to stay involved in Guilford County once your children reach kindergarten:

- Guilford Parent Academy (through Guilford County Schools) -- visit http://www.gcsnc.com/pages/gcsnc/Departments/Guilford_Parent_Academy
- School-based opportunities through PTA and other school focused activities, or to volunteer through GCS.
- [The Say Yes Guilford Pre-K to Grade 5 Task Force](#) has three sub-groups that focus on different parts of the Pre-K to Grade 5 pathway. Talk with Amber, Mary or Rachael to get connected.
 - Kindergarten readiness
 - Reading at grade level by the end of Grade 3
 - High stakes proficiency in ELA and Math by the end of Grade 5
- Ready/Ready Design Teams, to work on designing parts of the system around each of the 10 Key Priorities. These teams will not have age limits, and family voice will be critical to their success.

Additional Details from the Conscious Discipline Presentation

7 areas of self-control

- Perception
- Unity
- Love
- Attention
- Acceptance
- Free will
- Intention

10 tips on discipline

- Tell children what TO do (not just what NOT to do).
- Give children usable information, especially when you are upset. “I need a minute” is an example of usable information.
- Help children to be successful instead of attempting to make or get them to behave.
- Use your children as resources to solve their own problems. For example, if a child says that another child hit them, have them tell the other child that they don’t like being hit, rather than stepping in and telling the other child yourself.
- Put your children on your “to do” list and spend time enjoying them.
- Encourage your children during wonderful times and tough times. Do not attempt to get children to feel bad in order to behave better.
- Take back your power. You are in charge.
- Become the person you want your children to be. Children will repeat words, habits, and behaviors they learn from adults, so modeling “good behavior” is important.
- Do not save your children from the consequences of their actions.
- Teach children to handle their conflicts instead of punishing them for not knowing how.

Families say:

- One parent shared that she “gives herself a time-out” when she needs to calm down or needs a minute to herself, because children understand the concept of time-out.
- One parent shared that they read a study that said we should hold our children for at minimum 10 minutes a day. A few minutes of individualized time with a child makes a difference. Just one intimate moment with each child is important, especially if you have multiple children.
- Another parent shared that bath time is a good time to connect with your children.
- Being consistent with your word is a great thing to do. If you say no, you have to stick to it. Another thing to do is ask questions and have a conversation with your child about why they want something. Sometimes you can talk your child out of it, or distract them until the impulse passes.
- One parent uses touch to create a safe space for her child when her child is upset, because her child’s language is touch. Dr. Gary Chapman’s book on the 5 Love Languages helped her better understand her child

Additional Details from the Duke Team’s Presentation

The integrated data system

- The aim for the project that the Duke team is doing is to make some recommendations about what could work for an integrated data system (IDS) in Guilford County. The recommendations would be based on what’s working in other places around the country, and the feedback they get from Guilford County residents.
- The way the IDS is envisioned is like an electronic medical record (EMR). For example, with an EMR, a child’s pediatrician shouldn’t look into a parent’s medical record; the only type of communication agencies would have with each other is to make referrals. You might be able to access information about what services a child has received, but you would not pull that out and use that against the family. It would be very permission-based.
- The hardest part of creating an IDS is the ethics and the governance – the consent part. In best practices, the consent is all in the hands of the families up front. Families sign a consent form up front and select which organizations can see their data. Agencies will be able to make requests, but they will have to have a justifiable

reason for it, in the family or the child's best interest. There has to be a third party who is not in that agency who can ask why the agency wants that information. The privacy protections in the IDS would be like HIPAA for medical records. Agencies would only be able to get the information that's relevant to the service they are delivering. Families would be able to control what is shared, and with whom.

- The IDS would be client focused. Families would be able to see everything in their own record, and would be able to send notes into their own file, to their own providers.
- In theory, families could use the system from birth through adulthood.
- The system would be universal, for all families.
- Another function of the IDS would be to get information to evaluate how agencies are doing at serving families, and what outcomes they're having.
- Systems like this are helpful for families and providers because providers can get an idea of what resources exist in the community. To make this easier, a team of people would come and work with agencies and families to train them on how to use the system. Families would not have to look through a whole menu of services, it would be up to an agency to help them navigate.
- One parent would not be interested in participating in the IDS because of privacy concerns.

Intercept interviews & survey questions

- The Duke team will do brief "intercept interviews" around the community that take 4 minutes or less for participants.
- Families shared that the Duke team will get more feedback if they add some language in the interview introduction that explains that information in the IDS would be protected, kept private and confidential.
- Another way to get responses is to send out a survey link. Families think people would be interested in filling out a survey if there is an incentive.
- Families shared that offering an incentive could mean getting responses only from people who need the incentive. If the IDS is for the whole community, the interviews need to reach the whole community. The Duke team shared that in previous projects, they have had a drawing for a gift card, and were able to get a more universal sample.
- The Duke team shared that they are trained to do these types of surveys and talk to all kinds of people. They have a bilingual research assistant who will help them reach more people.

Additional interview questions on prenatal services

- The Duke team would like to get feedback on the prenatal care services in the community as well. There are some additional interview questions that would be asked of people who report they have children.
- When talking to participants about prenatal care, the team would have information on some resources available. Part of the interviews would be for the community to also let the team know about resources.
- Families shared that there's a lot of miscommunication in the community on both sides about prenatal care and it could be good to ask why people did/didn't receive prenatal care. Families suggested the wording, "How did you come to that answer/how did you decide?" when asking about prenatal care.
- One aim is to pilot a prenatal services program in Guilford County that makes the best sense for families and community, that finds all mothers universally and connects them with services. Pilot it, make sure we get it right, then go universal.