To: FACE Parent Educators

From: Parents as Teachers Technical Assistants

Topic: Strengthening the Parent-Child Bond through Native Language

Enclosures: Group Connection Planning Guide and Record for Strengthening the Parent-Child Bond through Native Language; Strengthening the Parent-Child Bond through Native Language parent-child activity page; FACE Family Circle flyer for Strengthening the Parent-Child Bond through Native Language; FACE Family Circle Kit Planning and Delivery Guide for Strengthening the Parent-Child Bond through Native Language; parent handouts; and materials for parent activity.

There are many reasons and benefits to teach native children their native language. Children who are bilingual are able to express themselves in more ways than one. Some native languages tend to have an added layer of meaning that cannot be found in the English language. In contemporary Native America, all tribes are at varying levels of understanding their language.

The goals of this FACE Family Circle are to support families in using their native language to strengthen their connection with their child and to encourage parents to practice their parenting behaviors through words and phrases found in their native language. With families you will identify positive affirmations in the native language (thank you, proud of you, etc.); provide the opportunity for parents to utilize affirmations in parent-child interaction; and support parents in understanding the importance of affirmations and parent behaviors.

In preparation of this FACE Family Circle, be sure to read through the Group Connection Planning Guide and Record, review the FACE Family Circle Kit Planning and Delivery Guide included for the parent educator, review the parent educator resources listed in the Group Connection Planning Guide and Record. In order to have a successful FACE Family Circle, it is best to prepare in advance to properly advertise and offer families knowledge of the FACE Family Circle in advance.

During FACE staff meetings, be sure to utilize the FACE Family Circle Task Sheet to identify tasks and ensure that all planned areas are assigned so you have a successful Family Circle with no loose ends left untied. We are eager to receive your feedback and discuss your challenges and successes. We hope you will have a fun and productive event!
FACE Family Circle Kit Planning and Delivery Guide

The purpose of the FACE Family Circle Kit Planning and Delivery Guide is to provide FACE parent educators direction and step-by-step guidance in preparing for and carrying out the FACE Family Circle Kit sent to each program. Please review the following items prior to delivering the FACE Family Circle Kit with families.

Title: Strengthening the Parent-Child Bond through Native Language

Format: Family Activity and Presentation

Intent:
- Identify positive affirmations in the Native language
- Provide the opportunity for parents to utilize affirmations in parent-child interaction
- Support parents in understanding the importance of affirmations and parent behaviors

Targeted Ages of Children: All Ages

Parent Educator Resources:
- Parenting Behaviors (Online Foundational Curriculum, page 501)
- Bilingual Families: A Special Advantage (Online Foundational Curriculum, page 1739)
- The Importance of Parent-Child Interaction
- Native American Language Immersion: Innovative Native Education for Children and Families (attached)

Parent Handouts:
- Parenting Makes a Difference (Online Foundational Curriculum, page 507)
- Interacting With Your Child (Online Foundational Curriculum, page 621)
- Your Child’s Developing Self-Esteem (Online Foundational Curriculum, page 382)

Materials:
- Poster paper, chalk board or dry erase board
- Markers and pens
- Blank index cards or lined paper (index cards included in FACE Family Circle Kit)
- Loose leaf rings (included in FACE Family Circle Kit)
- Toys and basket of books (used for parent-child activity)

Documents:
- Group Connections Planning Guide and Record for Strengthening the Parent-Child Bond through Native Language (attached)
- Group Connections Sign-In Sheet
- Group Connections Feedback Form
- Group Connections Observation Tool
The purpose of this FACE Family Circle is to not only embrace native language, but also to connect positive affirmations to parenting behaviors. Translating common phrases and words into the native language may be difficult depending on the fluency levels of the staff, community, and the people. There is an increased need to retain native language. As you know, there are five parenting behaviors identified within the Foundational Curriculum: nurturing, designing/guiding, responding, communicating, and supporting learning. The following list will help you “design and guide” during the planning of your FACE Family Circle.

**Preparation Prior to FACE Family Circle:**
The first step to ensuring the presentation reaches the goals named above is to prepare ahead of time.

I. Assign duties and responsibilities during FACE team meetings using the FACE Family Circle Task Sheet.

II. Review the enclosed Group Connections Planning Guide and Record.

III. Create the FACE Family Circle event within Penelope. For assistance review the Penelope training videos within the Parents as Teachers E-Portal under the Penelope tab. Type in the information found within the Group Connections Planning Guide and Record into your FACE Family Circle’s event within Penelope Live.

IV. Promote the FACE Family Circle during community events.

V. Create a flyer and an agenda to share with families.

VI. Make copies of parent handouts, Group Connections Sign-In Sheet, and Group Connections Feedback Form.

VII. Be sure to read the Parent Educator Resources to share the most valuable information from the documents noted in the Group Connection Planning Guide and Record.

VIII. Another key strategy to ensure that your FACE Family Circle reaches the goals listed above is to connect with your school’s culture teacher to identify a prepared list of positive phrases, words, and expressions to share with your parents. Even though you will be discussion with families what words they grew up with or words they use each day to promote learning in their home, you will need to have a prepared list in case families are not able to produce a list during the FACE Family Circle.

IX. Identify parents who are willing to serve as greeters, volunteers at the sign-in table, and passing out parent handouts and the Group Connection Feedback Form.

X. Gather incentives and make it known to your families that those who attend will be receiving household items, gifts, etc. You can even share this information on the event flyer.

**Recommended Process During FACE Family Circle:**

I. Rapport-Building
   a. Welcome families at the door and have them sign-in using the Group Connection Sign-In Sheet.
   b. Optional: Hand out tickets for a door prize of the program’s choosing.
   c. Encourage families to meet new families to create a bigger social circle.
d. Before jumping into the presentation: Ask parents to share their name, their child’s name, their favorite game to play with their child.
   i. Thank everyone for their participation.

II. Introduction:
   a. Share with families the intent of the meeting:
      ▪ Identify positive affirmations in the Native language
      ▪ Provide the opportunity for parents to utilize affirmations in parent-child interaction
      ▪ Support parents in understanding the importance of affirmations and parent behaviors
   b. Share the meaning of parenting behaviors and what they are. Be very clear about your definitions. Ask families to share their own definitions of parenting behaviors.
   c. Pass out the Parent Handouts to the Families
      i. When you hear nurturing/designing and guiding/responding/communicating/supporting learning what do you think of?
      ii. When you celebrate accomplishments and efforts what type of parenting behavior is this?
      iii. Why do you think creating a safe, enriching environment for exploration fall under the designing/guiding parenting behavior? What is the benefit of this parenting behavior for your child?
      iv. What are some ways that you practice responding with your child?
      v. Why is it important to communicate with your child?
      vi. In what ways do you support your child’s learning?

III. Discussion and Presentation: The goal of the presentation and discussion is to provide parents with information found in the Parent Educator Resources, the importance of language and affirmation use in parent-child interaction, and to have families offer their knowledge of how words and phrases found in their language can be used to guide parenting behaviors. It is important to share with parents that learning and using positive words in the native language or introducing oneself traditionally clarifies identify and enhances children’s social-emotional development. Remember native identity is fluid and all tribal members have various ways of identifying with their culture and tribe so be aware and do not criticize individuals for mispronouncing words when they share their experiences or engage in the discussion.
   a. Be sure to read through the Parent Educator Resources. Here would be the best time to share key points from the Parent Educator Resources listed above and on the Group Connections Planning Guide and Record.
      i. Communication in the native language encourages self-identity because children feel proud and connected to their culture.
      ii. Parent-child interaction is enhanced when child and parent are able to connect at a deeper level using native language.
      iii. Type up some notes to support you during the presentation.
b. For the presentation portion of the FACE Family Circle be sure to engage families in a discussion of using the prompts and questions found in the Group Connection Planning Guide and Record. NOTE: It is best to have your Toolkit cards handy during this time to clarify with parents what the five parenting behaviors are. During this time you may want to pass out the parent handouts.
   i. What words do you use to encourage, praise, or thank your child during parent-child interaction?
   ii. What are some words your caregivers used toward you to encourage you?
   iii. Why do you think positive affirmations are important to use with your child?
   iv. In what ways do you respond to your child using words in the native language?

c. Guide the discussion from understanding the importance of learning language to why parents should engage in native language use during parent-child interaction to creating a list of words or phrases. To support you at this time share the key points from the parent educator resource adapted from the Janine Pease-Pretty On Top.

d. Hang up the poster paper or if in a classroom use the chalkboard or dry erase board to write down notes.
   i. Sample: It is important to remember that not all native languages have a direct translation for words in English, so it is important to share with families the closest translation and meaning possible. It should go unstated, that some of the English words such as “getting along” may not exist in your language, but “friendly” or “friendship” may be found. It is best to receive guidance from elders or culture teachers in your school and community if you are unsure of where to start. Always connect the words back to parenting behaviors. Words may fall into one or more parenting behavior categories or none at all and this is okay.

<table>
<thead>
<tr>
<th>English Affirmation Word/Phrase/Action</th>
<th>Navajo Translation</th>
<th>Parenting Behavior Affirmation/Phrase/Action Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting along</td>
<td>ahl na’anish</td>
<td>Nurturing</td>
</tr>
<tr>
<td>Playing together</td>
<td>ahl naané</td>
<td>Designing and Guiding</td>
</tr>
<tr>
<td>Working together</td>
<td>ahl naalnish</td>
<td>Designing and Guiding</td>
</tr>
<tr>
<td>Peacemaker</td>
<td>k’é nahoooleel</td>
<td>Communicating</td>
</tr>
<tr>
<td>Calm</td>
<td>ahódéeszéé’</td>
<td>Nurturing</td>
</tr>
<tr>
<td>Peaceful</td>
<td>hodéézyéél</td>
<td>Nurturing</td>
</tr>
<tr>
<td>Listen to each other</td>
<td>ahíísts’áá’</td>
<td>Communicating</td>
</tr>
<tr>
<td>Helping</td>
<td>áká’análwo’</td>
<td>Supporting Learning</td>
</tr>
<tr>
<td>Kind/Generous</td>
<td>b’il hadlee’</td>
<td>Nurturing</td>
</tr>
<tr>
<td>Help me</td>
<td>shika’anilyeed</td>
<td>Supporting Learning</td>
</tr>
<tr>
<td>Kind</td>
<td>bá áhwlinít’í</td>
<td>Nurturing</td>
</tr>
<tr>
<td>He/she is respectful</td>
<td>b’il nili</td>
<td>Responding</td>
</tr>
<tr>
<td>Appreciate</td>
<td>b’il nili</td>
<td>Responding</td>
</tr>
<tr>
<td>Valuable</td>
<td>ilí</td>
<td>Responding</td>
</tr>
</tbody>
</table>
a. Pass out the index cards and the loose leaf rings. Have them write down the words they come up with in the native language and write the translation below as well as the parenting behavior the native word or phrase supports.

b. Once finished writing down the information down on the index cards pass around a hole puncher so they can attach the loose leaf ring. They can carry this with them into the Parent-Child Activity.

IV. Parent-Child Interaction:
   a. Please review the Parent-Child Activity Page attached to guide you in facilitating the parent-child interaction portion that is to follow the presentation and discussion with families.
   b. Offer the parent-child activity page to families to follow along.
      i. Cover the “What’s in it for us?” section of the activity page.
      ii. Encourage families to refer to their list of words and utilize during the parent-child activity.
   c. Encourage families to complete the continued learning section prior to their next home visit.

V. Closing:
   a. Summarize the key points of the discussion.
   b. Ask families how they felt during the parent-child interaction and if their children responded to their use of language.
   c. Tell parents that you will type up the word list and give them a copy at their next personal visit.
   d. Encourage parents to use their notecards during their next play session with their children.
   e. Pass out the Group Connection Feedback Form to each family, and collect.
   f. Optional: Award the door prize or giveaways.

Follow-Up to FACE Family Circle

I. Review the Group Connections Feedback Forms

II. Record attendance in Penelope using the Group Connections Sign-In Sheet

III. Successes and Challenges: Be sure to write down your successes and challenges and complete the Documentation portion of the Group Connection Planning Guide and Record.

IV. Contact TA: We love hearing and seeing forms of interaction and engagement that you, the parent educator, have with the families you serve. Please do not forget to take photos and send us a list of words and phrases that you and your families came up with!
Activities, presentations, discussions, or events

Areas of emphasis (check all that apply):
☒ Parent-child interaction  ☐ Development-centered parenting  ☐ Family well-being

Intent: What will we focus on at this group connection?
- Identify positive affirmations in the Native language
- Provide the opportunity for parents to utilize affirmations in parent-child interaction
- Support parents in understanding the importance of affirmations and parent behaviors

Topics and key points from parent educator resources and other sources:
- Communication in the native language encourages self-identity because children feel proud and connected to their culture.
- Parent-child interaction is enhanced with child and parent are able to connect at a deeper level using native language.

Prompts and questions for sharing observations, questions, or reactions:
- What words do you use to encourage, praise, or thank your child during parent-child interaction?
- What are some words your caregivers used toward you to encourage you?
- Why do you think positive affirmations are important to use with your child?
- In what ways do you respond to your child using words in the native language?

Learning activities (attach additional sheets as needed):
- Create positive word affirmations with the parents during the presentation portion of FACE Family Circle.
- Review the attached Activity Page titled Strengthening the Parent-Child Bond through Native Language
Facilitation strategies (note additional staffing needs):
- Welcome families to the FACE Family Circle and provide sign-in sheets
- Engage families in discussion using the prompts and questions
- Guide the family in using the positive word affirmations identified in the presentation

Materials and supplies:
- Poster paper
- Loose leaf rings
- Markers
- Pens
- Toys
- Blank note cards
- Books

Parent handouts:
- Parenting Makes a Difference (page 507)
- Interacting With Your Child (page 621)
- Your Child's Developing Self-Esteem (page 382)

Documentation and evaluation

Number of families attending: ________________________________
> Program participants: ________________ Families not yet enrolled: ________________________________
> Families on waiting list: ________________ Community members: ________________________________
> Number of fathers present: ________________

Budget shortfall or surplus (please explain):

Opportunities for feedback (from participants and presenters, including surveys):

Items for follow-up:

Other program considerations:
Link up with cultural advisor or teacher in school or community to identify positive affirmations in your native language
Additional Parent Educator Resource for

Strengthening the Parent-Child Bond through Native Language

The following document was retyped and adapted from the original document “Native American Language Immersion: Innovative Native Education for Children and Families” by Janine Pease-Pretty On Top. The information found within should be used to aid you in developing the presentation portion of your FACE Family Circle and to gather key points from. There is no need to share the entire paragraph with the parents or read from the document. Only share what is relevant to participants of the program and connect your key points to the importance of language learning to child development.

Compelling Reasons for Language Immersion. Native language educators and activists have taken up the difficult and urgent work of Native language preservation with devotion and commitment. First, there are those who recognize the serious rate of language loss and have made a lifetime commitment to tribal language restoration, for the vitality of the tribal nation and its future. Second, Native American children and youth have exhibited stagnant educational achievement (among the poorest achievement of all American ethnic groups). Native language immersion has demonstrated remarkable promise in participants' educational achievement. A third source of motivation to Native language immersion is the greater cultural and language preservation or revitalization effort that strengthens and rebuilds the Native community. Fourth, culture and language teaching and participation positively correlate with Native student retention rates. Fifth, Native leaders foresee a world in urgent need of Native perspectives or world-view in areas including child-rearing, natural resources management and family and community development. Finally, there are a few activists who are motivated to this work by its political potential to allay the centuries old history of injury and subjugation of Native people. This report analyzes these factors from literature and data. Special emphasis has been given to interviews with language immersion practitioners. (Pease-Pretty On Top, page 9)

Benefits of Native Language Knowledge to Native Children. The knowledge of a Native language by Native children, youth and adults has multiple and important benefits. On an individual basis, Native students develop stronger identities, knowledge of their tribal cultures and their individual role in and deep appreciation for that culture. Language immersion pre-school children have developed intense language acquisition, a lifetime benefit in communication. For families, the tribal language knowledge holds much of what tribal members need to know about them, for it reveals and teaches tribal philosophies. For the tribal nations, the knowledge of the tribal language is crucial to the combination of factors that build nations, "land, lineage, language, cultures, ... a bond born out of respect, the bond links to ancestors as well as to future generations." Darrell Kipp of the Piegan Institute says "language relearning is a journey back home," and details the new and precious bond created between the Piegan Institute pre-school children and Blackfeet elders. The Native language clearly embodies a way of seeing, or constructing reality, from a perspective that evolved over many generations. Knowledge of the Native language gives tribal members a unique tool for analyzing and synthesizing the world, and incorporating the knowledge and values of the tribal nation into the world at large. (Pease-Pretty On Top, page 16-17)

Native Ways of Knowing and Learning. The traditional Native American methods of learning are well known to Native people. Every tribal nation has a specific set of ways of knowing and learning. The
following diagram illustrates some of these methods. For millennia, Native peoples have been self-sufficient in the training of their precious children, youth and adults. They became full and productive members of their families, groups and tribal societies. Learning among the people took varied and unique forms, and brought about fine and well-educated tribal members, men and women, who possessed common and special knowledge. The diagram on page 24 illustrates Native ways of knowing and learning from the Plains cultures. (Pease-Pretty On Top, page 26-27)
Your Child’s Developing Self-Esteem

Self-concept describes the way we see ourselves. People with a positive sense of self have confidence in their ability to complete tasks. They feel proud when they are successful.

You can help your child’s developing self-concept in three ways.

1. Let her know you care.
   You made your child feel important from the time she was a baby. Hugs, kisses, smiles, and comforting all told her “You are loved and special!”
   In fact, children whose parents are nurturing, show affection, and accept their child’s feelings have more secure attachments. These are the building blocks for positive self-esteem.
   How to do it:
   > Plan time to play together. When you focus on playing with your child, it shows that you value her as a person. It’s also fun!
   > Recognize that your child’s feelings and emotions are real. Take time to acknowledge them. Help your child learn words to express strong feelings.

2. Set reasonable expectations.
   Your child needs to experience success in her activities. Toys should match her developmental level so she is not continually frustrated or bored.
   Offer plenty of creative activities, such as using play dough or crayons. Creative activities provide an outlet where your child can express herself without fear of making a mistake — there’s no wrong way to do them!
   How to do it:
   > Give your child time to figure out how to overcome an obstacle before jumping in to help. Self-help skills are a great way for a toddler to learn independence and the feeling of “I can do it!” especially if you help with a few of the more challenging parts at first.
   > Break big jobs down into small steps. Your 2-year-old may be able to put on a pair of shoes but not tie the laces.
   > Accept your child’s efforts. If your toddler puts napkins at the table, it’s OK if some of them are on the wrong side of the plate. If you re-do a job or criticize, your child will miss the good feelings of being capable.

3. Offer genuine praise.
   Parents can reinforce a child’s sense of competence — which then reinforces a child’s developing self-esteem. Think of praise as a verbal pat on the back. A little bit feels great, but give her too much and it loses its impact. Genuine praise should also be specific to your child’s efforts. This helps build a growth mindset — the idea that your child can build skills.
   How to do it:
   > Praise the works she did when your child reaches a goal. “You finished the tower. Way to build!”
   > Praise small changes and successes. “You should feel proud! You went all morning with dry pants!”
   > Be descriptive. Broad praise like “You are wonderful!” may feel good, but your child needs to know why she is wonderful. Instead, link praise to effort: “The way you waited for your snack was wonderful!”
   > Avoid talking about attributes like smartness, looks, or temperament. These contribute to a fixed mindset.
Parenting Makes a Difference

Parenting is part natural and part learned. The more you learn, the better you can adjust to match your child's development and needs as he grows and changes.

### Nurturing

<table>
<thead>
<tr>
<th>When you ...</th>
<th>Your child ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show affection</td>
<td>Learns that he is loved.</td>
</tr>
<tr>
<td>Accept your child's feelings</td>
<td>Will try new things.</td>
</tr>
<tr>
<td>Meet you child's needs</td>
<td>Believes that he can handle tough situations.</td>
</tr>
<tr>
<td>Celebrate your child's accomplishments and efforts</td>
<td>Take time to think about your behavior.</td>
</tr>
</tbody>
</table>

**REFLECTION**

What do you do to show your love?

### Designing/guiding

<table>
<thead>
<tr>
<th>When you ...</th>
<th>Your child ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set limits for your child's behavior</td>
<td>Learns respect for people and things.</td>
</tr>
<tr>
<td>Create a safe space for your child to explore</td>
<td>Begins to understand what his parents value.</td>
</tr>
<tr>
<td>Set family routines</td>
<td>Gains comfort in knowing what to expect.</td>
</tr>
</tbody>
</table>

**How do you design your home and routines?**

**How do you guide your child's behavior?**

### Responding

<table>
<thead>
<tr>
<th>When you ...</th>
<th>Your child ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>React consistently to your child's cues</td>
<td>Trusts that his needs will be met.</td>
</tr>
<tr>
<td>Share attention and show interest</td>
<td>Learns that he is valued and understood.</td>
</tr>
<tr>
<td>Think about your child's temperament</td>
<td>Gains confidence.</td>
</tr>
</tbody>
</table>

**In what ways do you respond to your child?**
Communicating

<table>
<thead>
<tr>
<th>When you ...</th>
<th>Your child ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label and point to objects</td>
<td>Learns the pattern of conversation.</td>
</tr>
<tr>
<td>Take turns talking</td>
<td>Starts learning words to share his ideas.</td>
</tr>
<tr>
<td>Read books, tell stories, and sing</td>
<td>Builds skills to help him read someday.</td>
</tr>
</tbody>
</table>

Supporting learning

<table>
<thead>
<tr>
<th>When you ...</th>
<th>Your child ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help your child build skills</td>
<td>Learns to think and solve problems.</td>
</tr>
<tr>
<td>Provide new words, materials, and ideas</td>
<td>Starts learning to organize his ideas.</td>
</tr>
<tr>
<td>Motivate your child</td>
<td>Gets better at focusing on a task.</td>
</tr>
<tr>
<td>Wonder with your child</td>
<td>Explores things and ideas.</td>
</tr>
</tbody>
</table>

How do you communicate with your child?

How do you support your child's learning?
Interacting With Your Child

The time that you spend in play with your child has a big impact on his development. But interaction happens all day long. He learns while you are dressing him, feeding him, and changing his diaper.

> **Personal care** is when you feed, bathe, and dress your child. You are taking care of his needs.

> **Assisted learning** is when you teach your child how to do something or engage him in an educational activity.

> **Connecting** is when you follow your child's lead in play. You watch what he is doing and either join in (without taking over) or talk about it without interrupting.

**Interacting with your baby**

While you are feeding and dressing and bathing your new baby, get into the habit of explaining what you are doing. “Now I'm putting on your diaper. Next I'll pull up your pants.”

As your baby grows, he will like it when you give him things to touch and feel – and put in his mouth! He will also like playful massages, shaking toys, and kicking mobiles.

> Your baby will especially enjoy floor time. Sit or lie on the floor with him and talk about what he is doing: “Oh, you're putting the book in your mouth. How does it taste?”

Reading books together is an activity your baby will enjoy from day one. At first he won't understand the stories, but he will enjoy hearing your voice. Soon he will start to look at the big, bright pictures as you read.

Some older babies seem content playing alone for a long time. However, your baby needs to connect with you. Interact when he is awake and alert, even if you just sit beside him and talk about what he is doing.

Watch your baby's cues so you know when he is tired of interacting. He may turn his head away, close his eyes, cry, or make fussy noises. Give him a few minutes to rest, or cuddle him against your chest. He may want to start playing again – or he may need a nap!

**Interacting with your toddler**

You may be surprised how much time your toddler wants to spend with you! And even when he doesn't want to interact, you may find yourself trailing behind to keep him out of trouble.

Children learn most from the people they love. By giving your child your time and attention, you let him know you care about what he is doing. Many of your interactions will fall into three categories:
Your child wants to be with you, so encourage him to help with day-to-day activities like preparing meals, folding clothes, and cleaning. This lets you get things done while you teach your child new words and skills like matching socks.

Sometimes your child will just want you to be an audience. Tell him you noticed his creativity ("That was a fun puppet show!") or hard work ("Look at how tall this tower is!") or abilities ("You made it to the top of the jungle gym! Wow!")

**Bumps in the road**

Your schedule may be so tight that you have to squeeze in play time around making meals, taking care of other children, or getting out the door to work.

**What to do:**

> Make daily routines fun. Sing while you put on your child's clothes.
> Talk while you are doing something else nearby. "Are you playing with blocks while I finish loading the dishwasher? Your tower is getting pretty high!"
> Take a few moments to spontaneously stop what you are doing and play with your child.

It can feel strange talking to a baby who doesn't answer you! And you may not feel comfortable sitting on the floor or getting messy.

**What to do:**

> The more you practice talking with your baby, the easier it gets. It won't be long before he responds with a smile!
> If you don't like the floor, start out on the bed or couch with your child and some of his favorite toys or books. Let him lead the play. Stay with him so he doesn't roll off.
> Comment on what your child is doing without joining in. "You're using blue finger paint. Now you have red. Now you are mixing all the colors together!"

You may get bored reading a book over and over or building a tower of blocks just so your child can knock it down for the umpteenth time.

**What to do:**

> Become familiar with your child's developmental stage. Repetition helps your child's brain make connections. It helps him remember things and pick up new skills.
> When you think about all the things your child is learning, it makes it less boring to read the same book 10 times in a row!
Strengthening the Parent-Child Bond through Native Language

**How do we do it?**

1. Find a comfortable position where you and child can reach the toys. When you sit with your children and observe their play, you have the opportunity to encourage and motivate using positive word affirmations.

2. Let your children lead play time. As the observer your job is to practice the words used in the list your FACE program developed as well as practicing parenting behaviors.

3. Using parentese, a light, high-pitched, slow voice, talk to your baby about what you see her doing. Incorporate the words that fit the situation. For example, if you and your child are problem-solving ask her to help you in your native language. When she does something well let her know you are proud or she did a job well done.

4. With your young child, communicate and interpret what she is doing. Utilize parallel talk in a positive tone of voice and using the positive words from the list.

5. If your child is having difficulty with a task let them know that you want to work together to figure it out. Another word to incorporate in play time is "thank you" in your native language to show your child that sharing is valued in play time interactions.

**What's in it for us?**

Language: When you use positive word affirmations you are not only showing your child support of their learning, but also new words they can use in their every day to express themselves.

Social-emotional: Utilizing words in your native language adds an extra layer of emotion and bond that may not be found in English. When you use positive native communication your child you are enhancing their cultural identity, self-esteem, and confidence.

Motor: Stacking blocks, rolling balls and playing with favorite toys helps children develop motor skills at their own pace.

**Safety tip**

- Be sure to remove objects that may harm children during play time such as small pieces that could come off play sets, etc. Avoid giving him anything with small pieces that could come off an pose a choking hazard.

- Sanitize toys before and after play to ensure cleanliness.
Parenting behavior
Supporting Learning: Using words in your native language supports your child’s identity and his learning by supplying new words to express herself.

What I noticed about my child ...
when I used words in my language was....

Continued learning
Use the list generated during the presentation each time to become more familiar with words. Be sure to share the list with other family members so they can learn and use words with your child(ren)!

Ask family members, elders, aunts, uncles, etc., if they remember hearing words used to express support when they were younger. This is a great way to learn more words in your language to pass on to your child.

What I noticed about myself ...
when I used words in my native language was....
FACE Family Circle Binder Checklist

Month: ______________________

☐ Group Connections Planning Guide and Record
☐ Flyer
☐ Group Connections Sign-In Sheet
☐ FACE Family Circle Agenda
☐ Parent Handouts
☐ Group Connections Feedback Forms
☐ FACE Family Circle Task Sheet
Strengthening the Parent-Child Bond through Native Language

Your family is invited to our upcoming FACE Family Circle! You will learn the importance of using Native language in parent-child interactions, common phrases that your family can using during playtime, and how affirmations connect to parenting behaviors.

Location: ____________________________

Date: ________________________________

Time: ________________________________

We look forward to hearing your favorite words!

FACE Family Circles are sponsored by ____________________________
For more information please contact _____________________________ at _________________________.

Photo credit: Matika Wilbur, Project 562, Documenting Native America
# Group Connection Feedback Form

Please circle the number that best matches your response.

<table>
<thead>
<tr>
<th>1. I learned new information about child development and parenting.</th>
<th>No, not at all</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Yes, I totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. I plan to use the information in my daily life.</th>
<th>No, not at all</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Yes, I totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>3. I feel more confident about parenting.</th>
<th>No, not at all</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Yes, I totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>4. I felt my own personal knowledge was respected.</th>
<th>No, not at all</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Yes, I totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>5. The group facilitators helped us learn from each other.</th>
<th>No, not at all</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Yes, I totally agree</th>
</tr>
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<tr>
<th>6. I feel more connected to other parents.</th>
<th>No, not at all</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Yes, I totally agree</th>
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<tr>
<th>7. I would recommend this group connection to a friend.</th>
<th>No, not at all</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Yes, I totally agree</th>
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The thing I liked best was ___________________________________________

The thing I'd like to change is _________________________________________________________________________________________

During the next group connection, I would like information about __________________________________________________________

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# Group Connection Sign-In Sheet

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Presenter(s):</td>
<td></td>
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<tr>
<td>Location:</td>
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</table>

<table>
<thead>
<tr>
<th>Parent Last Name, First Name</th>
<th>Child's name(s) and age(s)</th>
<th>Child's name(s) and age(s)</th>
<th>Home-based or Center-based</th>
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Appendix - Primary Records - Group Connections | 1