



2109 S Stoughton Rd ♥ Madison WI 53716 ♥ 1-800-362-7353 or 608-224-5388  
Fax: 608-224-6178 ♥ Email: [ccic@dpi.wi.gov](mailto:ccic@dpi.wi.gov) ♥ Internet: <http://dpi.wi.gov/ccic>

## Videos for Wisconsin Child Care Providers to Borrow:

### PARENT-PROVIDER RELATIONS

Go to <http://dpi.wi.gov/ccic> and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

**ATTITUDES ARE CONTAGIOUS: ADULTS ON THE SIDELINES IN YOUTH SOCCER.** Lancaster, MA: Massachusetts Youth Soccer Association, Inc, 2003. **DVD**, 27 min.

Discusses parental sideline behavior and its effects on referees and the players in youth soccer. Interviews with both players and referees highlight the need for change in how adults are behaving at youth soccer matches.

**BUILDING A PARTNERSHIP WITH PARENTS.** (Caring for Children, Tape 11.) Produced by Walter (Chip) Donohue and Jim Shaw, UW-Extension. Madison, WI: UW Board of Regents, 1991. VHS, 30 min.

Hear from parents and providers about the importance of building trusting, respectful relationships and working together as partners to meet the needs of each child.

**BUILDING BRIDGES BETWEEN TEACHERS AND FAMILIES.** Seattle, WA: Harvest Resources, 2003. VHS or **DVD**, 21 min. + trainer's guide.

How to create partnerships with families by making classrooms inviting for families and offering families ways to connect beyond the usual meetings.

**CULTIVATING ROOTS: PARTNERSHIP WITH FAMILIES.** (The Early Childhood Program: A Place To Learn And Grow, Tape 7.) Washington, DC: NAEYC, 1996. VHS, 22 min.

Young children benefit when their teachers and parents have good two-way communication and collaboration. This video suggests ways to foster partnerships between families and schools serving children ages three through eight, including a family involvement program and one classroom's home visits project.

**DIVERSITY.** Co-produced and written by Janet Gonzalez-Mena. Barrington, IL: Magna Systems, Inc. 5 VHS, approx. 30-min. videocassettes + workbook.

The goal of this series is not to tell us the one right way to care for children, but to open our minds and promote discussion by exposing us to diverse perspectives on eating, sleeping, toileting, messy play, discipline, and privacy for children birth to six. A culturally diverse group of early childhood professionals watches and reacts to scenes taped in child care centers and homes with widely varying philosophies and practices. They struggle to find ways to express their own differing points of view, to improve parent-staff relations, and to integrate culturally responsive caregiving with developmentally appropriate practices.

**Tape 1. DIVERSITY, INDEPENDENCE, AND INDIVIDUALITY.** 1996. 30 min.

Shows how strongly held beliefs and values regarding individuality and independence lead caregivers to define good practice in very different ways. Examples are chosen to promote discussion rather than give answers.

**Tape 2. DIVERSITY: CONTRASTING PERSPECTIVES.** 1996. 29 min.

Goes more deeply into the differences between those who primarily value independence and those who primarily value interdependence. Seeing how these differences play out in delicate day-to-day caregiving situations, we are encouraged to understand diverse practices without labeling practices or people right or wrong.

**Tape 3. DIVERSITY AND COMMUNICATION.** 1996. 33 min.

Role-playing sessions show parent-staff disagreements over toilet training and dirty clothes. We see communication blocks and escalating arguments, threats and power plays. But we also see ways to negotiate, keep communication channels open, and create connections.

**Tape 4. DIVERSITY AND CONFLICT MANAGEMENT.** 1996. 27 min.

This is the only "how to" video of the series. It goes more deeply into conflict management and recommends a practical process called RERUN to open up communications between parents and teachers or caregivers: Reflect... Explain... Reason... Understand... Negotiate.

**Tape 5. DIVERSITY, RECONCILING CONTRADICTIONS.** 2000. 29 min.

Dr. Beverly Aquilar leads discussion and role-playing on the conflicts between parents' cultural practices and the U.S. child care profession's standards for developmentally appropriate practice. Asking questions about the correct age for toilet training and whether it's okay for adults to draw for children, the video recommends that we move beyond compromise to find a larger view that embraces diversity and incorporates it into the standards.

**ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE.** 1992.

VHS or **DVD**, 36 min. + booklet.

Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.

**ESSENTIAL CONNECTIONS TALKING POINTS.** 1998. VHS or **DVD**, 74 min. + booklet.

Supplementary video clips to help trainers structure group discussion of key topics in the video **Essential Connections: Ten Keys to Culturally Sensitive Child Care**. In the clips, Carol Brunson Phillips, Lily Wong Fillmore, and Louise Derman-Sparks broaden our point of view on many provocative and controversial topics, and caregivers do four role plays in which parents and providers from different cultures discuss specific disagreements about children's care.

**HELPING PARENTS FLOURISH.** Alice Sterling Honig. Washington, DC: NAEYC, 2001. VHS, 60 min.

Speech from the NAEYC Annual Conference in Atlanta, Georgia, in November 2000.

**INVOLVING FAMILIES IN ACTIVE LEARNING SETTINGS.** Ypsilanti, MI: High/Scope Press, 2001. VHS, 23 min.

Discusses 12 strategies for creating an environment that welcomes family members and is accepting of each child's family experiences and culture.

**LISTENING TO FAMILIES.** (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 6.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Communicating with families of children from birth to age five. Ways to help families deal with everyday problems and life crises.

**PARTNERSHIPS FOR CHANGE: BUILDING SKILLS FOR FAMILY SUPPORT.** Pittsburgh, PA: Family Communications, Inc., 1998. 2 VHS videocassettes, 54-min. total + facilitator's guide for 8 hours total training.

This is a training workshop in four modules for parents and staff members in family support centers. Each module requires a two-hour group session for 15 to 25 participants, and each group should include both staff members and parents. Ideally, the workshops should be conducted separately but in sequence and no more than one week apart, but the materials can also be used during a one-day, eight-hour training. The training workshops are designed to build the attitudes and skills that will help family support center staff members and parents begin to form meaningful partnerships, emphasize strengths rather than weaknesses, speak up to articulate needs and share ideas, and reach out to the larger community on matters of concern to families and children.

**PARTNERSHIPS WITH PARENTS.** Washington, DC: NAEYC, 1989. VHS, 28 min.

Dramatizes the importance of the parent/teacher relationship for children and shows teachers how to establish relationships with parents, build partnerships, and solve most common problems teachers face in working with parents. Stresses honesty, caring, diplomacy, professionalism.

**PROTECTIVE URGES: WORKING WITH THE FEELINGS OF PARENTS AND CAREGIVERS.** 1996. VHS or **DVD**, 27 min. + booklet.

This video shows how caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. The tape first focuses on how caregivers can help parents with their fears and concerns and then suggests how caregivers can deal with their own feelings.

**PROTECTIVE URGES TALKING POINTS.** 1998. VHS or **DVD**, 33 min. + booklet.

Supplementary video clips to help trainers structure group discussion with caregivers about the video **Protective Urges: Working with the Feelings of Parents and Caregivers.** Dr. Alicia Lieberman points out that parents who were not taken care of as children violate the expectations of those of us who were taken care of and call up feelings of visceral rage. Three caregivers discuss various situations and feelings with Dr. Lieberman in order to further understand and resolve difficult parent/caregiver relationships.

**PUTTING PARENTS AT EASE: NINE KEYS TO EFFECTIVE PARENT-TEACHER CONFERENCES.** By Jim Fay. Golden, CO: Love and Logic Press, 1998. 3 **compact discs**, 3 hrs total.

A teacher's greatest nightmare has to be the unannounced arrival of an angry, demanding, and unreasonable parent. Whether unexpected or planned in advance, parent conferences are often stressful events. Jim Fay shows teachers how to make parents comfortable in the school setting, how to move them out of emotional states into thinking states, and how to become the child's allies.

**SEVEN WAYS TO BUILD STRONG RELATIONSHIPS.** Washington DC: Zero to Three, 2001. VHS, 22 min. + guide + book *Partnering with Parents to Support Young Children's Development* by Jeree H. Pawl and Amy L. Dombro (43 p.)

This tape and book make up The Learning & Growing Together with Families Video Package, designed to help home visitors, early intervention specialists, Head Start staff, and child care providers learn specific ways to build strong, collaborative relationships with families and with colleagues, relationships based on self-awareness, sensitive observation, and flexible response.

**A THREE-WAY CONVERSATION: EFFECTIVE USE OF CULTURAL MEDIATORS, INTERPRETERS, AND TRANSLATORS.** Boulder, CO: University of Colorado, 1999. VHS, 20 min.

Many tips on how professionals in a variety of educational and intervention settings can use cultural mediators, interpreters, and translators to help them effectively support, understand, and communicate with the diverse types of families needing services.