

## Parallel Process Reflective Practice



Who are these people?

What do we know  
about them?

Family, Friend &  
Neighbor Care

Family Child Care

Child Care Programs



## Perceptions

- "I am just a \_\_\_\_\_"
- Perception of Self
- Hierarchy of early childhood
- "Play"
- Location of the program

Real learning does not  
start until school



## Who are these people?

- Qualifications/Education
- 40% turn over rate
- Compensation
- Teacher dispositions,  
skills and knowledge
- Don't know any other  
way
- Personal Beliefs
- Unaware of resources



## Who Are These People Administration/Owners

- Gatekeepers to quality
- Tugging priorities
- Crisis Management
- Commitment to Professional  
Development
- Beliefs about behaviors, expulsion,  
safety, etc.
- Risk management: DCFS, lawsuit
- Fiscal concerns
- Accountability in the consultation  
process
- Communication: Who's  
responsibility?



## Consultation Child or Programmatic

- Curriculum –materials, activities, schedule
- Room Arrangement
- Expectations
- Classroom management
- Staffing
- Compliance with DCFS

## Early Childhood Initiatives

- Illinois Children's Mental Health
- Environmental Rating Scales (ERS)
- Preschool For All
- Early Intervention
- Illinois Network of Child Care Resource & Referral Agencies
- Local Area Network's
- Proposed Tiered Reimbursement
- Strengthening Families



**How can we incorporate parallel process reflective practice in our work?**

## Parallel Process Reflective Practice

- Be invited
- Telephone consultation
- Avoid Jargon
- Hear their story
- What are their needs
- Validation/Affirmation
- Safety
- Value and belonging
- Include the Administrator
- Build ownership, buy-in
- Understand Early Childhood Best Practice and rules & regulations that govern



## Parallel Process Reflective Practice

- Explore their beliefs, dispositions
- Typical development
- Primary caregiving
- Observation/documentation
- Building Relationships - bonding
- Communication-children, families, staff



## Parallel Process Reflective Practice

- Journals
- Tasks and Reflection Activities
- Practical and specific strategies and ideas
- Needs of children: boys & girls
- Book/article group
- Sharing success stories
- Role-modeling
- Job shadowing
- Observing another program
- Agreement/Contract for follow-up



**Our work is never done...**

- ✓ New Collaborations
- ✓ Sustained and New Funding
- ✓ Advocacy
- ✓ Empowerment
- ✓ Stay informed



We will all do foolish things  
but do them with enthusiasm.

- Maya Angelou

