

Positive Family Communications Work Group
May 6, 2015
Notes

Attendance: John Andelin, Kim Durand, Siobhan Grayson, Rachel Harlan, Linda Henderson, Bobby Kaplow, Trinidad Lemus, Mary Ann Moran, Jason Powell, Michael Swisher, Emily Thrasher, Caroline Verrecchia.

Introduction and role of APCYF: The Arlington Partnership for Children, Youth, and Families (APCYF) is the convener of these meetings. We use the pronoun “we” often in our conversations, but we want to be clear that the “we” in these meetings refers to the community “we”. For example, “We would like to do xx in the community,” does not mean that APCYF will be doing a program, it means that the community should work to identify who could do it.

Community Engagement Process (CEP): This is a three (or more) phased process. Phase I is now, gathering people to talk about the four priorities, researching what is being done in Arlington, identifying gaps, setting goals and how to measure them, and potential strategies to meet the goals. Phase II will be to reach into the community to interview individuals and/or hold focus groups to test our findings. This phase should include a cross-section of youth, parents and caregivers in all areas of Arlington (various neighborhoods, ethnicities, languages, etc.). Phase III will be the reporting of our findings back to this group, along with County and School Boards and the wider Community.

If you have any questions regarding the role of APCYF of the CEP in general, please let Kim know, kdurand@arlingtonva.us

Notes on Barriers:

- What doe PFC mean?
- Developmental differences to PFC – very different for a 3 y/o a 12 y/o an 18 y.o.
 - How can we let folks know what is developmentally appropriate?
- Look at data around role model and valued by the community
 - If they don’t have these two assets, is it a barrier?
- Parents not around to talk to – time barrier
- How can parents have high expectations without high pressure?
 - Real or imagined
- Not all parents are receptive to this education
- Different cultures might have different solutions
 - How can we get the right message to the right parent group?
- All kids are different – there is not ONE method that will work.
- “Let’s Talk” shouldn’t always be bad news.
 - Kids may be afraid to talk to parents
 - Talk about expectations

- Too much could be assumed incorrectly
- Electronics/devices get in the way.

Notes on Possible Solutions/Ideas:

- Communicate
 - Lay a good foundation from EARLY on
- Parent Education
 - Workshops that incorporate fun so folks will want to come
 - Parent chats – trusted friends = safe space to talk.
 - Find a safe-space to talk to parents so they don't get defensive of shut down – they need to be comfortable
- Situational opportunities to get parents and kids together
 - Dept. of Parks & Rec has lots of opportunities: <http://parks.arlingtonva.us/>
- Support opportunities that promote intergenerational activities
 - Intergenerational activities with instructions and templates
 - Support/promote programs that are already happening
- Framework for people to use to construct a conversation
 - Hear Me Out cards to parents and kids
 - LUV skills, even if the card isn't available
 - http://support.madd.org/docs/Lesson_2_Handout_MADD_SFP.pdf
- Get information to parents and child care givers
 - Post on listservs in neighborhoods and civic associations
- Teach teens to know what parenting is about – when you choose to be a parent, how do you learn these communication skills? Teach teens PFC, so they'll be ready.
 - Teach positive communication techniques to YOUTH – start with middle school kids
 - Look at teens communicating with other adults too – teachers, coaches, others
 - Get to the kids, then they can prompt the parents
- If you talk about this ____, I'll talk to you about that ____ - keep them talking!
- Communicate using methods that already work.

Idea that doesn't have to wait: Bobby shared that perhaps Extended Day could hold a one our workshop per month at different schools at 5:30pm – Pizza Discussion Night – to help parents understand the importance of communication with their students.

Notes on the PFC Focus Areas:

- Parents AND Kids as appropriate
- Involved in the education and awareness
- Note: Parent = Caregiver
- Relationships: Parent/Caregiver and Child
- Want them to have skills BEFORE there's an issue

- Develop a common language and understanding of developmental differences

References:

These are items that came up in the conversations that you may want to further research.

- Alfie Kahn: <http://www.alfiekohn.org/>
- Margaret Wheatley: <http://margaretwheatley.com/wp-content/uploads/2014/12/Turning-to-One-Another.pdf>
- MADD's Communicating with Love and Understanding: http://support.madd.org/docs/Lesson_2_Handout_MADD_SFP.pdf

Next Meeting - Please complete this poll to determine the next meeting date:

<http://doodle.com/v4w2g2mqpt9qubqc>

If I missed anything, please e-mail me and I can add the information to our page:

www.apcyf.org/cep

Attachments:

5 Strategies for Hear Me Out Cards

2012 External Asset Data