



Strategies to Build Successful Partnerships



- **Communication**
- **Commitment**
- **Equality**
- **Skills**
- **Trust**
- **Respect**

Blue-Banning et. al., 2004 • Dinnebeil, Hale, & Rule, 1996

COMMUNICATION

- Maintain open and effective communication
- Share information tactfully
- Utilize active listening skills
- Share knowledge of resources and services available
- Attend to verbal and nonverbal behavior
- Ask open-ended questions
- Use verbal clarifying behaviors

COMMITMENT

- Consider families "more than a job" or "more than a number" (Blue-Banning et. al., 2004, p. 175)
- Maintain flexible scheduling
- Remember important days (child's birthday)

EQUALITY

- Demonstrate characteristics of a "Down-to-earth-person"
 - "She's very educated...but you would never know it...You know, some people when they have those degrees, they are here up in the air and you know, "You be little, you beneath me." But she's not that type of person. She's a down-to-earth person." Blue-Banning et. al., 2004, p. 176)
- Validate parents' points of view
- Be an advocate
- Seek to understand (nonjudgmental)



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SKILLS

- Be willing to learn and stay up-to-date with technology
- Admit when you do not know and express willingness to find out
- Adapt instructional approaches to child's unique needs
- Support high expectations
 - "I want [professionals] to give me realistic expectations of what my child can do, but at the same time help me to push her to be at her fullest." (Blue-Banning et. al., 2004, p. 178)

TRUST

- Maintain reliability
 - "If you tell me you're going to do something, do it...don't tell me [you are] going to do this and don't do it and don't tell me you did it when you didn't—just don't tell me an untruth." (Blue-Banning et. al., 2004, p.179)
- Use discretion

RESPECT

- Value the child as a person rather than a diagnosis or label
 - "If they perceive someone as being less than human then they are going to treat that some-one as an object....I want[my son] to...feel like he belongs to the human race, like there's a place for him, like he fits in." (Blue-Banning et. al., 2004, p. 179)
- Ask parents how they want to be addressed
- Be on time
- Acknowledge parents' contributions and efforts