

PROFESSIONAL RESOURCE KIT

A Team Discussion on Family Resources

A set of self-directed discussion materials for teams that share resources with families. Read the facilitation notes, choose a discussion guide and use the complete session packet for a practice conversation.

In this kit

1. [Learning through focused discussion](#)
2. [Team discussion guides](#)
3. [A Team Session on Sharing Family Resources](#)

Using the materials

Choose the pages that fit your conversation. Keep blank worksheets for individual use, and distinguish fictional practice examples from a family's own circumstances. Families do not need to return completed worksheets to NPF.

[View NPF professional resource kits](#) · [Reuse and permissions](#)

Print edition: October 2026. National Parenting Foundation.

Learning through focused discussion

[Read Learning through focused discussion online](#)

A short team discussion can turn a resource into a clearer conversation or referral. These self-directed materials are designed for use within your organization's learning arrangements; they are not scheduled NPF classes.

Prepare a small session

Choose one topic and a facilitator. Read the relevant guide before the session, print the working sheet and use a fictional situation for practice. A group of two to six people can compare approaches without bringing identifiable family records into the room.

Allow about 30 minutes as a starting point. The purpose is a better explanation or agreed action, not completing every prompt. Adjust the time for access needs and the size of the group.

[Open the complete session pack](#)

Topic 1: Begin with the family's question

Read the family conversation guide. In pairs, practice an opening that explains your role and invites the caregiver's priority. Compare an opening such as “We need to go through this form” with one that makes room for the person's concern.

Use the fictional example: a caregiver arrives worried about pickup arrangements, while the appointment was scheduled to discuss a routine. How can you acknowledge both needs without promising a service you cannot provide?

After practice, identify the question you asked, what you learned and what remained unanswered.

[Read the conversation guide](#)

Topic 2: Make the referral clear

Read the referral sheet. Examine an official provider page and separate what it confirms from what still requires a call. Practice explaining the referral in plain language, including who makes contact and what happens if the first option is unavailable.

Use this **fictional provider summary**: “The Community Care Information Desk helps families in Example County find information about child care. Families make a first request by telephone. The summary does not state whether it can search evening care or confirm current provider openings.”

Practice a reply: “This desk offers child care information for the county. We still need to ask about evening hours and current openings. If you want to contact it, these are the questions to start with.” Record what is confirmed, what remains unanswered and who will make the call. The description is exercise material, not a real referral.

[Read the referral sheet](#)

Topic 3: Choose a resource that fits

Choose a family guide and ask whether its purpose matches the question, age, language and available time. Practice explaining one section without turning the whole article into instructions someone must follow.

Use the fictional example: a caregiver asks for help with a difficult goodbye. A general brochure about child development is available, alongside a specific separation guide and a care handoff sheet. Which material would you start with, and why?

[Read the separation guide](#) · [Read the handoff sheet](#)

Check what changed

End with three questions: Can each person explain the next step? Was the information accurate about what the service provides? Did the practice leave space for the family's choice?

Record one change to try in your work and a time for your team to discuss it.

[Choose a printable discussion outline](#) · [Ask a question about the materials](#)

Team discussion guides

[Read Team discussion guides online](#)

Use these three outlines for a self-directed discussion about how your team shares information with families. Each links to the full explanation, a working sheet and the complete session pack.

Opening a family conversation

Bring: the Family Conversation Guide and space to record an agreed action.

Try: in pairs, explain your role and invite a priority. Use a fictional situation in which the caregiver's concern differs from the appointment topic.

Discuss: What did the opening allow the caregiver to say? What could you provide within your role? What needed another provider?

Take away: one opening question and one way to check understanding.

[Read the conversation guide](#)

Explaining a referral

Bring: the referral sheet and an official provider page.

Try: describe the service using only confirmed information. Add the unanswered questions and agree who will contact the provider.

Discuss: Did the explanation promise eligibility or availability? Was the contact method clear? Was permission needed before sharing information?

Take away: one referral statement that separates what is known from what still needs checking.

[Read the referral sheet](#)

Sharing a resource

Bring: a family guide, its companion tool and the source links.

Try: choose one section for a fictional caregiver's question. Explain why it fits and offer a choice about reading or taking it away.

Discuss: Is the language understandable? Does the example fit the family situation? Would a different format or provider be more useful?

Take away: a short description of the resource and a clear next step.

[Get the full session pack](#) · [Read the facilitation approach](#)

Use the complete materials

The downloadable team kit contains the explanations, discussion steps, fictional practice situations and takeaway prompts. Keep private family information out of practice sessions. These materials do not include a certificate or continuing education credit.

[Download the team discussion kit](#)

A Team Session on Sharing Family Resources

[Read A Team Session on Sharing Family Resources online](#)

Use this complete pack for a self-directed discussion within your organization. The aim is to practice selecting and explaining a resource, then agreeing on a clear next step. Use fictional examples and keep family case records out of the session.

Prepare

Choose a facilitator and about 30 minutes as a starting point. Bring a family guide, the [conversation guide](#), [referral sheet](#) and space for notes. Make the materials available in the formats participants need. Two to six people can work in pairs or as a small group.

1. Open the discussion: about five minutes

Invite each person to name one thing that can make a resource conversation difficult. Examples include a mismatch between the question and brochure, an uncertain referral or too much information at once. Select one concern to keep in mind during practice.

2. Practice choosing a resource: about ten minutes

Fictional situation: a caregiver says, “Every morning is an argument when we leave for child care.” The practitioner has a general development handout, a guide about separation and a care handoff sheet.

In pairs, ask a question that clarifies a recent morning. Choose one starting resource and explain why it fits. Invite the caregiver to decide whether reading a short section or taking a copy would help.

Discussion direction: distinguish trouble with the routine, feelings about leaving and an arrangement needing clarification. Do not assume the cause from one sentence. A specific guide may be a better first choice than a large general packet.

[Separation guide](#) · [Handoff sheet](#)

3. Practice a clear referral: about ten minutes

Fictional provider summary - for practice: “The Community Care Information Desk helps families in Example County find information about child care. Families make a first request by telephone. The summary does not say whether the desk searches evening care or whether providers currently have places.”

The caregiver asks, “Can they find care for my evening shift?” This is invented exercise material; participants do not contact a real service.

One person explains what the page confirms. Another asks, “Does that mean we can go?” Practice a reply that separates known information from the decision the provider must make. Record who will call and what needs an answer.

Reference reply: “The desk provides child care information for this county. We still need to ask about evening care and current openings. Would you like to make the first call, or discuss what help you need with it?”

Takeaway field	Filled practice example
Confirmed	Purpose: child care information; area: Example County; first contact by telephone.
Still to check	Whether evening care can be included and whether providers have places.
Agreed next step	The caregiver chooses to make the first call using the selected questions.
Follow-up	The practitioner asks at the next agreed conversation whether another resource is needed.

Discuss which words make the uncertainty clear and which part of the reply leaves the caregiver a choice.

4. Check understanding and close: about five minutes

Ask each pair to describe the next step in its own words. If the two accounts differ, identify the missing explanation. Finish with one change a participant can try in their work.

Takeaway sheet

The family's question, in plain language:

The resource and why it fits:

What is known and what needs checking:

Who will do what next:

How understanding was checked:

One improvement to revisit with the team:

Using the pack

Adapt timing and participation within your setting. This educational discussion does not confer a clinical qualification or continuing education credit. Keep the complete resource and permissions when sharing.

[Read the learning approach](#) · [See all discussion topics](#) · [Find complete kits](#)

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