

Implementing Child, Parent-Child and Parent Interventions Using Family-Centered Practices

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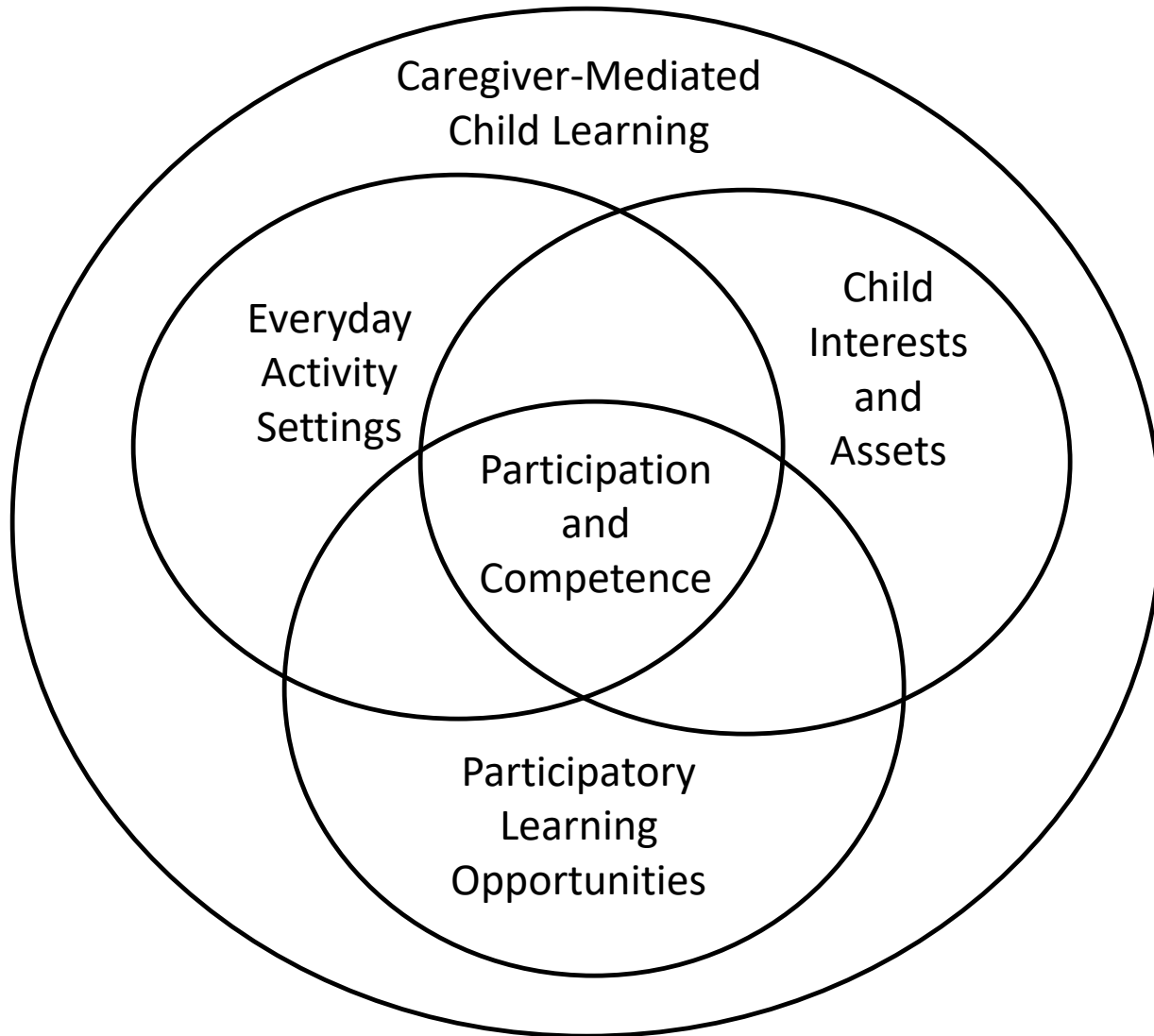
Talking points for the child and family stream of National Federation of Voluntary Bodies Seminar
“Challenging Times: Ensuring Values Support Ordinary Lives,” June 23, 2011

Purpose

- Describe and illustrate how family-centered practices are one way in which child, parent-child, parent and other family-focused interventions can be implemented by early childhood practitioners
- Emphasize the point that family-centered practices engage parents and other family members in obtaining supports or resources or have parents engage children in learning opportunities that support and strengthen both child and parent competence and confidence

Three Models of Early Childhood Intervention

- Contextually-Mediated Everyday Child Learning
- Family-Systems Intervention Practices
- Integrated Framework for Practicing Early Childhood Intervention and Family Support

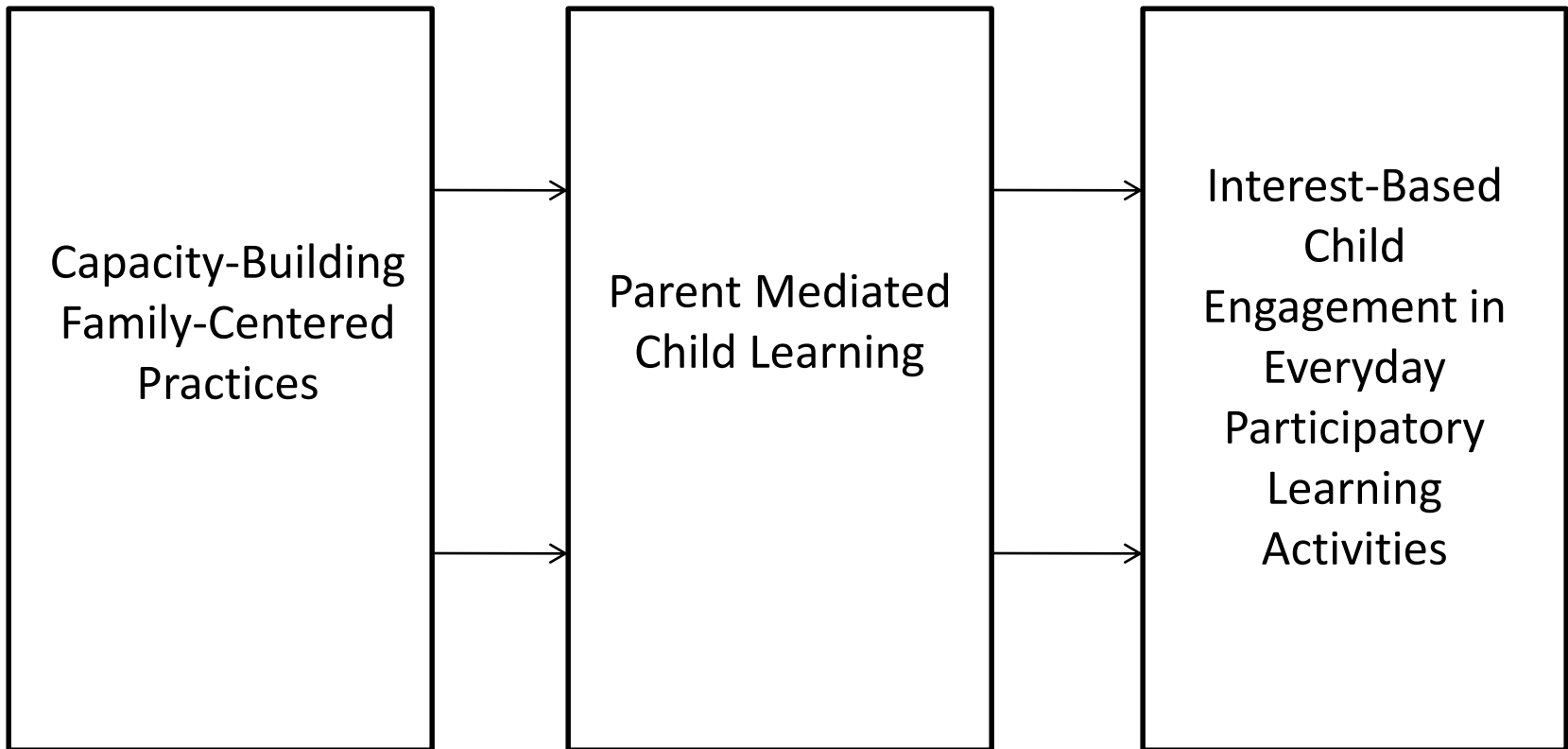


Contextually-Mediated Early Childhood
Intervention Practices Model

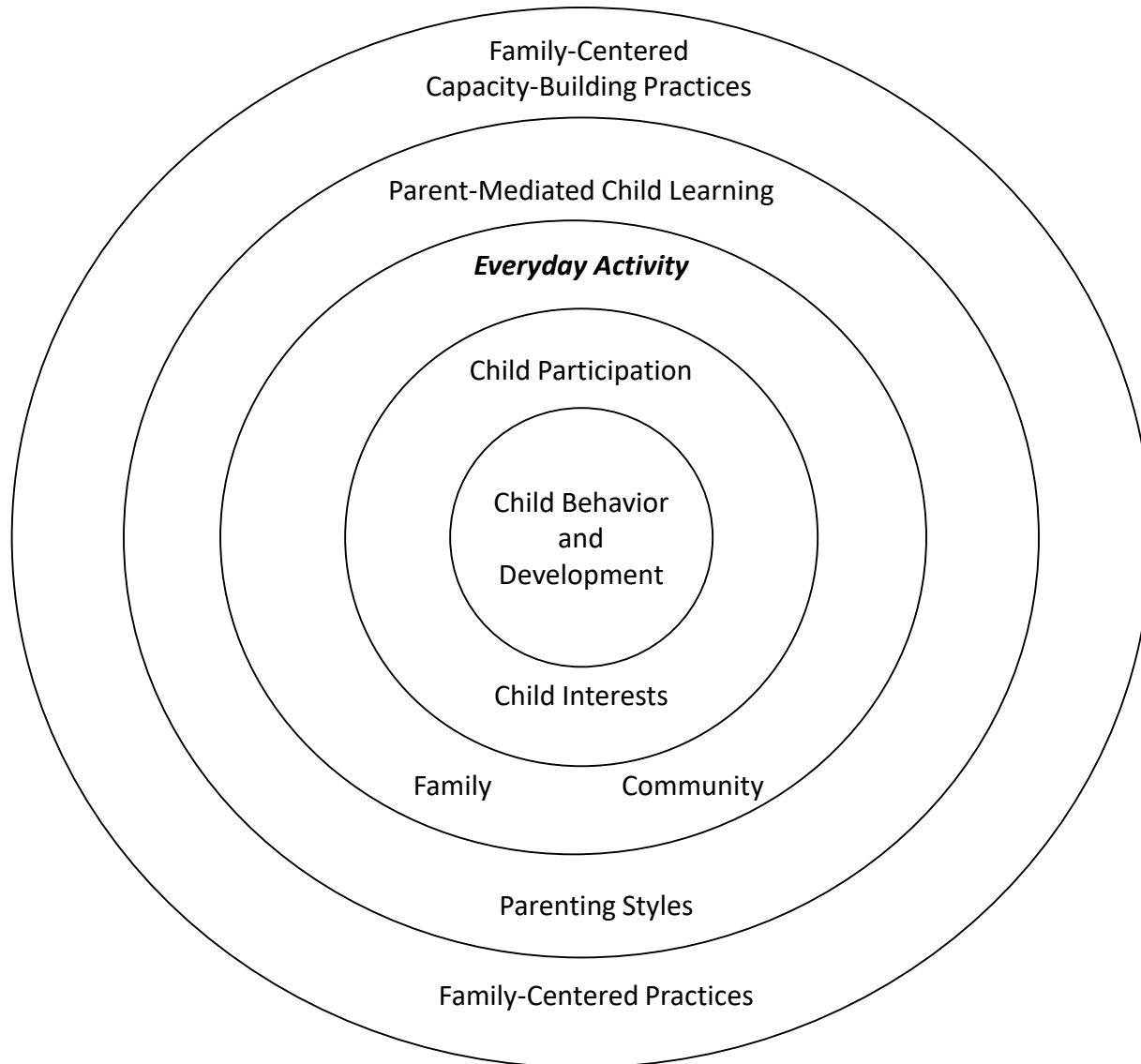
Everyday Child Learning Opportunities

- ***Everyday family and community activities*** are the experiences, events, routines, situations and so forth that provide children learning opportunities have development-enhancing (or development impeding) characteristics and consequences.
- ***Natural learning environments*** are the everyday activities providing children learning experiences and opportunities promoting and strengthening child competence and development.
- ***Participation in everyday activities*** provides a child opportunities to engage in real-life or situated learning to practice existing abilities, acquire new skills, and learn about the behavioral propensities of the social and nonsocial environment.

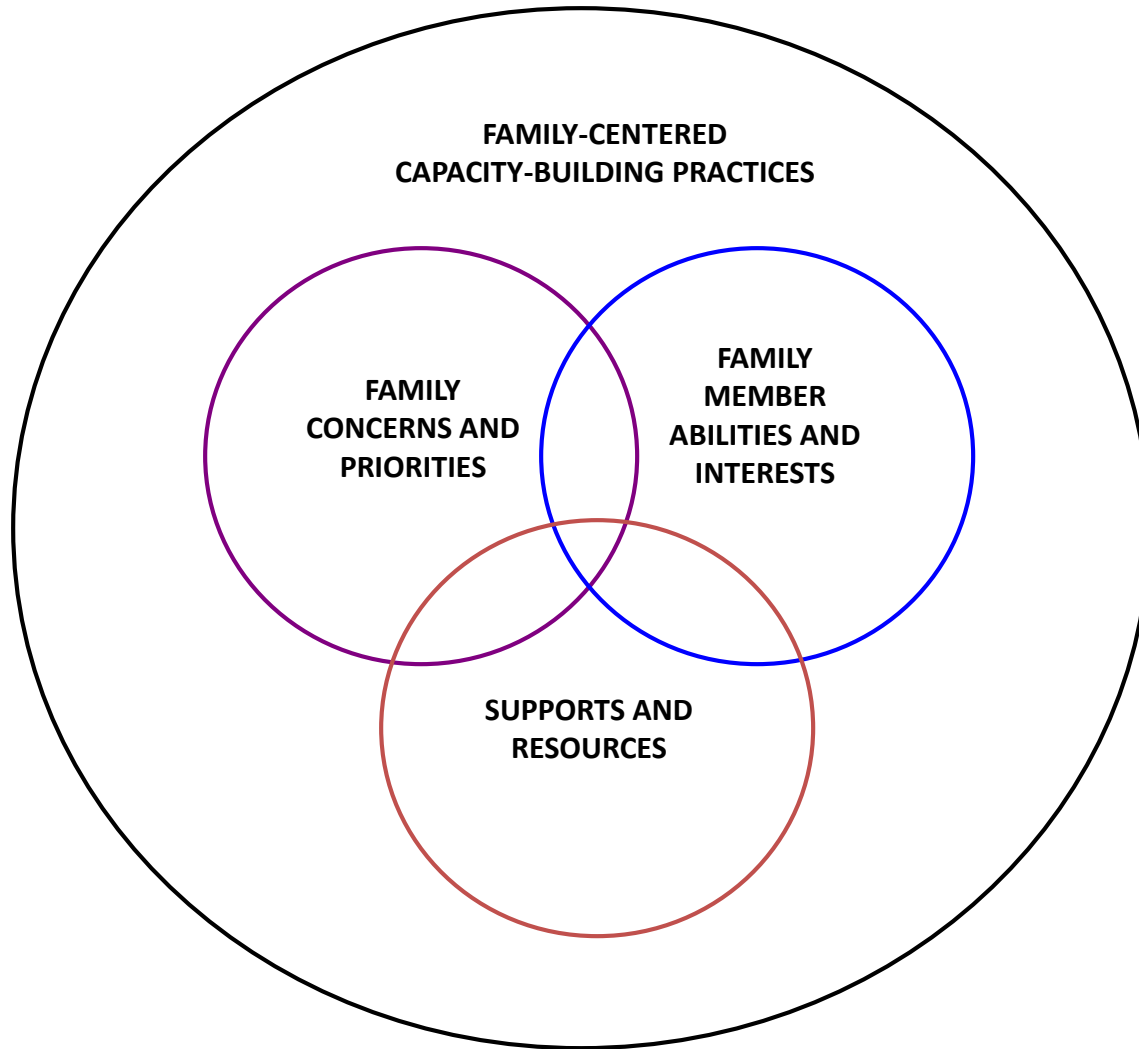
Relationship Between the Three Intervention Practices



Embedded Relationships Among the Key Features of Parent-Mediated Everyday Child Learning



Family-Systems Intervention Practices



Contrasting Approach to Early Childhood Intervention^a

| Capacity Building Models | | Traditional Models |
|--------------------------|-----|-----------------------|
| Promotion | Vs. | Treatment |
| Empowerment | Vs. | Expertise |
| Strengths-Based | Vs. | Deficit-Based |
| Resource-Based | Vs. | Service-Based |
| Family-Centered | Vs. | Professional Centered |

^a Dunst, C.J., & Trivette, C.M. (2009). Capacity-building family systems intervention practices. *Journal of Family Social Work, 12*(2), 119-143.

Capacity-Building Paradigm Model and Practices

| Models | Main Focus |
|-----------------|--|
| Promotion | Enhance and promote competence and positive functioning |
| Empowerment | Create opportunities that support and strengthen a sense of confidence and competence |
| Strengths-Based | Build on existing capabilities as the basis for promoting acquisition of new skills |
| Resource-Based | Use a range of formal and informal resources and supports for enhancing capabilities |
| Family-Centered | Engage individuals in participatory experiences and opportunities to strengthen and promote new knowledge, skills, and self-efficacy beliefs |

Main Focus of Each of the Model Components

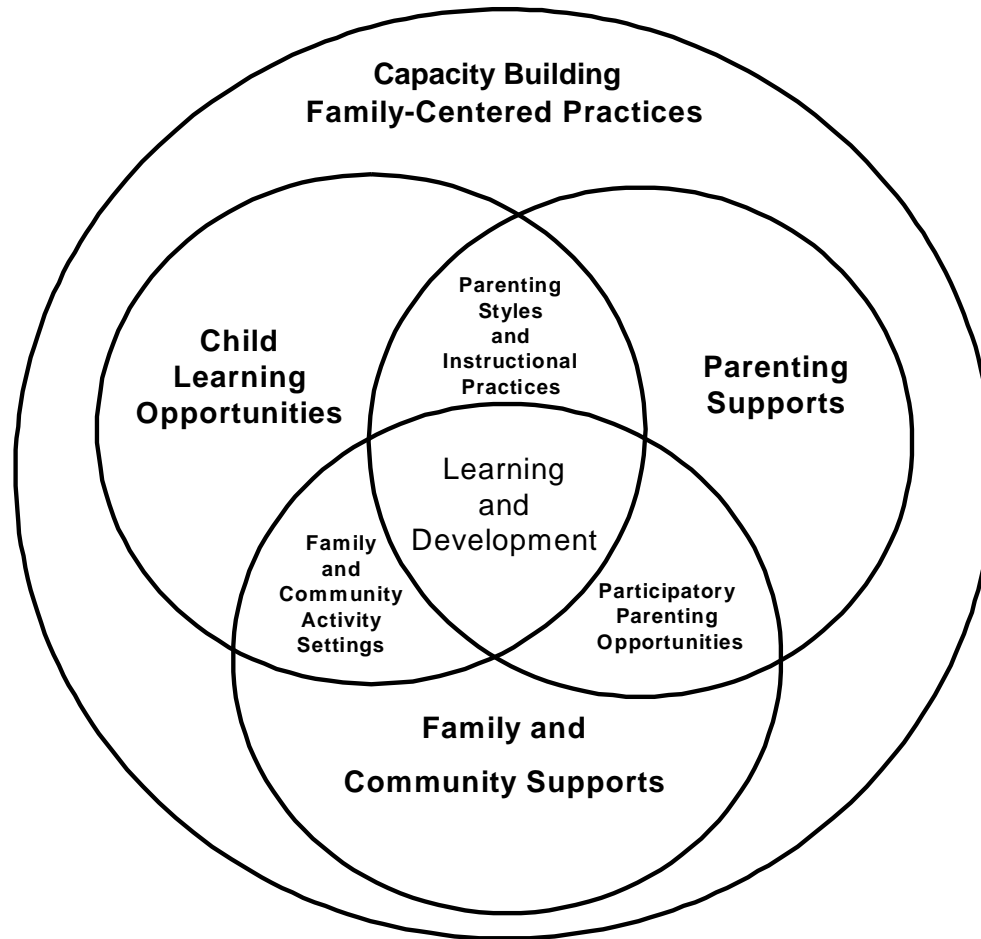
Concerns and priorities are viewed as determinants of how people spend time and energy obtaining supports and resources

Family strengths are considered family member abilities and interests used to engage in desired activities

Information, assistance, experiences, opportunities, etc. are considered the supports and resources for addressing concerns and priorities

Capacity-building family-centered practices are used for strengthening family member ability to obtain supports and resources resulting in a sense of competence

Integrated Framework for Practicing Early Childhood Intervention and Family Support



Foundations of the Integrated Framework for Practicing Early Childhood Intervention and Family Support

| Foundations | Framework | Key Elements |
|--------------------|---------------------------|--|
| <i>Theoretical</i> | Ecological Social Systems | Systems theory considers behavior and development to be multiply determined by experiences and opportunities emanating from different settings and sources of support and resources. |
| <i>Conceptual</i> | Paradigms | Promotion, empowerment, strengths-based, resource-based, and family-centered models are used to ensure practices have capacity building characteristics and consequences. |
| <i>Operational</i> | Practice Elements | Interventions focus on child learning opportunities, family/community activity settings, parenting supports, parent/child interactions, participatory parenting opportunities, family/community supports, and family-centered helpgiving as the contexts for optimizing intervention benefits. |
| <i>Performance</i> | Standards and Benchmarks | Practice indicators describing the expected or operationally defined behavior or conditions that are most likely to produce desired effects are used as standards for promoting use of evidence-based interventions. |

Main Focus of the Major Components of the Model

- ***Everyday Learning Opportunity*** refers to the frequency, variety, and involvement in everyday activity settings promoting increased social and nonsocial child participation in everyday activities
- ***Parenting Supports*** refer to the provision and/or mobilization of supports strengthening existing, and promoting new, parenting knowledge and competence
- ***Family and Community Resources*** refer to the resources providing parents the time and energy to carry out childrearing and parenting responsibilities or achieve other family-desired benefits or outcomes
- ***Family-Centered Practices*** refer to both relational and participatory practices that engage parents in the activities in each of the other components of the model

Procedure for Promoting Adoption and Use of Family Support Principles and Practices

Adoption, Application, and Adherence

- ***Adoption*** refers to the actions taken to select principles, understand their meaning, and decide how they will be used to guide program practices and define expected staff behavior.
- ***Application*** means the manner in which principles (and practice indicators) are used as standards and benchmarks against which day-to-day program decisions and practices are judged.
- ***Adherence*** refers to the extent to which program participants judge their experiences with program staff as being consistent with family support principles.

Operationalizing and Measuring Adherence to Family Support Principles

Principles



Practices



Indicators

Family Support Principle Indicators Scale

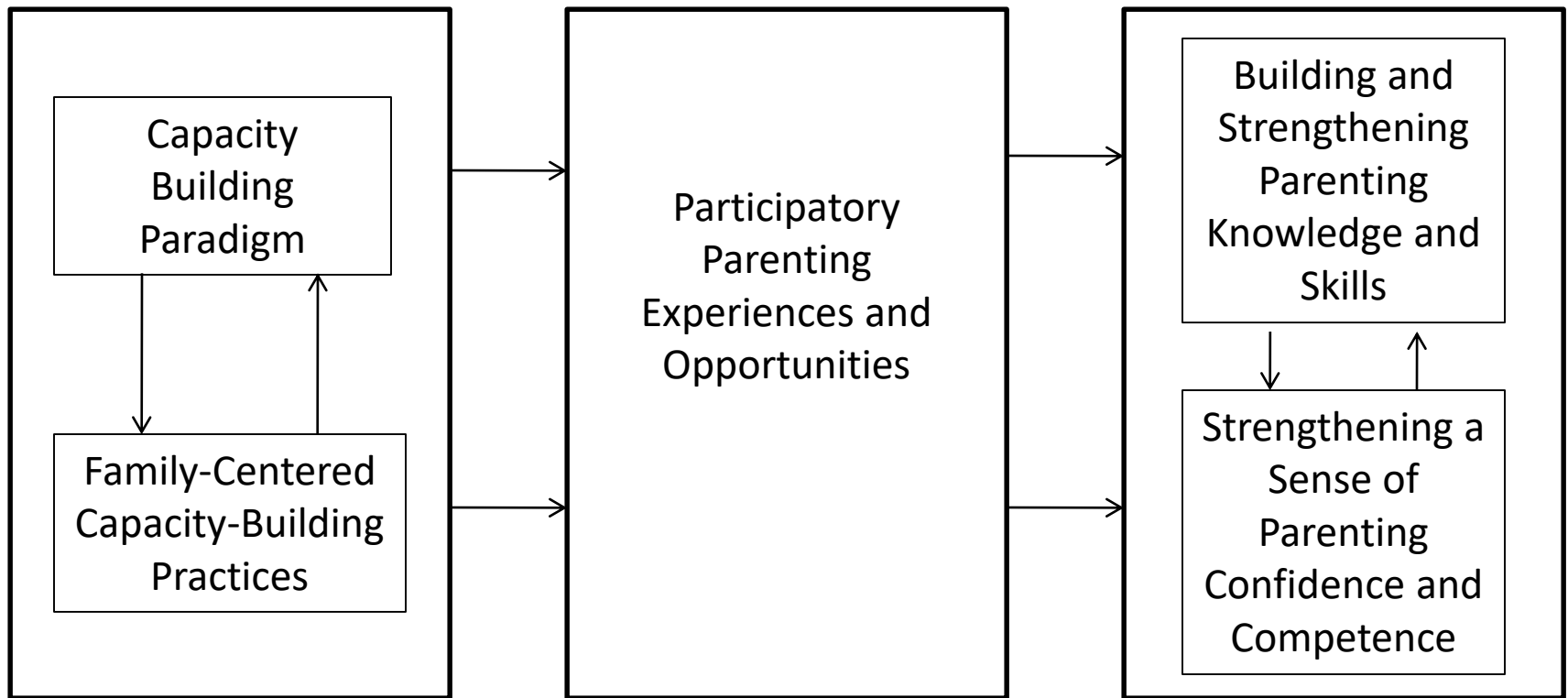
| <i>EXPERIENCES WITH FAMILY RESOURCE CENTER STAFF</i> | | | | | |
|--|-------|-------------|------------------|------------------|--------------|
| Staff sometimes differ in how they interact with and treat children and their families. Please indicate how the <i>Family Resource Center</i> staff interacts with and treats you. | Never | Very Little | Some of the Time | Most of the Time | All the Time |
| Really listen to my concerns or requests | 1 | 2 | 3 | 4 | 5 |
| See my child and family in a positive, healthy way | 1 | 2 | 3 | 4 | 5 |
| Provide me information I need to make good choices | 1 | 2 | 3 | 4 | 5 |
| Are responsive to my requests for advice or assistance | 1 | 2 | 3 | 4 | 5 |
| Try hard to understand my child and family's situation | 1 | 2 | 3 | 4 | 5 |
| Recognize my child and family's strengths | 1 | 2 | 3 | 4 | 5 |
| Help me be an active part of getting desired resources | 1 | 2 | 3 | 4 | 5 |
| Are flexible when my family's situation changes | 1 | 2 | 3 | 4 | 5 |
| Encourage me to get what I want for myself | 1 | 2 | 3 | 4 | 5 |
| Are sensitive to my personal beliefs | 1 | 2 | 3 | 4 | 5 |
| Support me when I make a decision | 1 | 2 | 3 | 4 | 5 |
| Recognize the good things I do as a parent | 1 | 2 | 3 | 4 | 5 |

Example of the Use of Family-Centered Practices for Strengthening Family Capacity

Definition of Family-Centered Capacity-Building

Family-centered capacity-building refers to the methods and procedures used by practitioners to create parenting opportunities and experiences to strengthen existing and promote the development of new parenting abilities in a manner that enhances and strengthens parenting self-efficacy beliefs

Relationship Between the Four Elements of the Capacity-Building Model



Parenting Capacity-Building Paradigm

| Models | Main Focus |
|-----------------|--|
| Promotion | Enhance and promote parenting knowledge and skills |
| Empowerment | Create opportunities that support and strengthen a sense of parenting confidence and competence |
| Strengths-Based | Build on existing parenting capabilities as the basis for promoting new parenting skills |
| Resource-Based | Use a range of resources and supports for enhancing parenting capabilities |
| Family-Centered | Engage parents in participatory experiences and opportunities to strengthen and promote parenting knowledge, skills, and self-efficacy beliefs |

Caregiver Confidence and Competence Associated With the Use of Caregiver-Mediated Intervention Practices^a

Purpose: Determine the extent to which the use of caregiver-mediated everyday child learning was associated with improvements in caregiver skills, competence, and confidence

Study Participants: Three mothers and one grandmother of preschool aged children with disabilities or developmental delays

Outcomes: Measures of parenting behavior (skills) and parenting self-efficacy beliefs (confidence and competence)

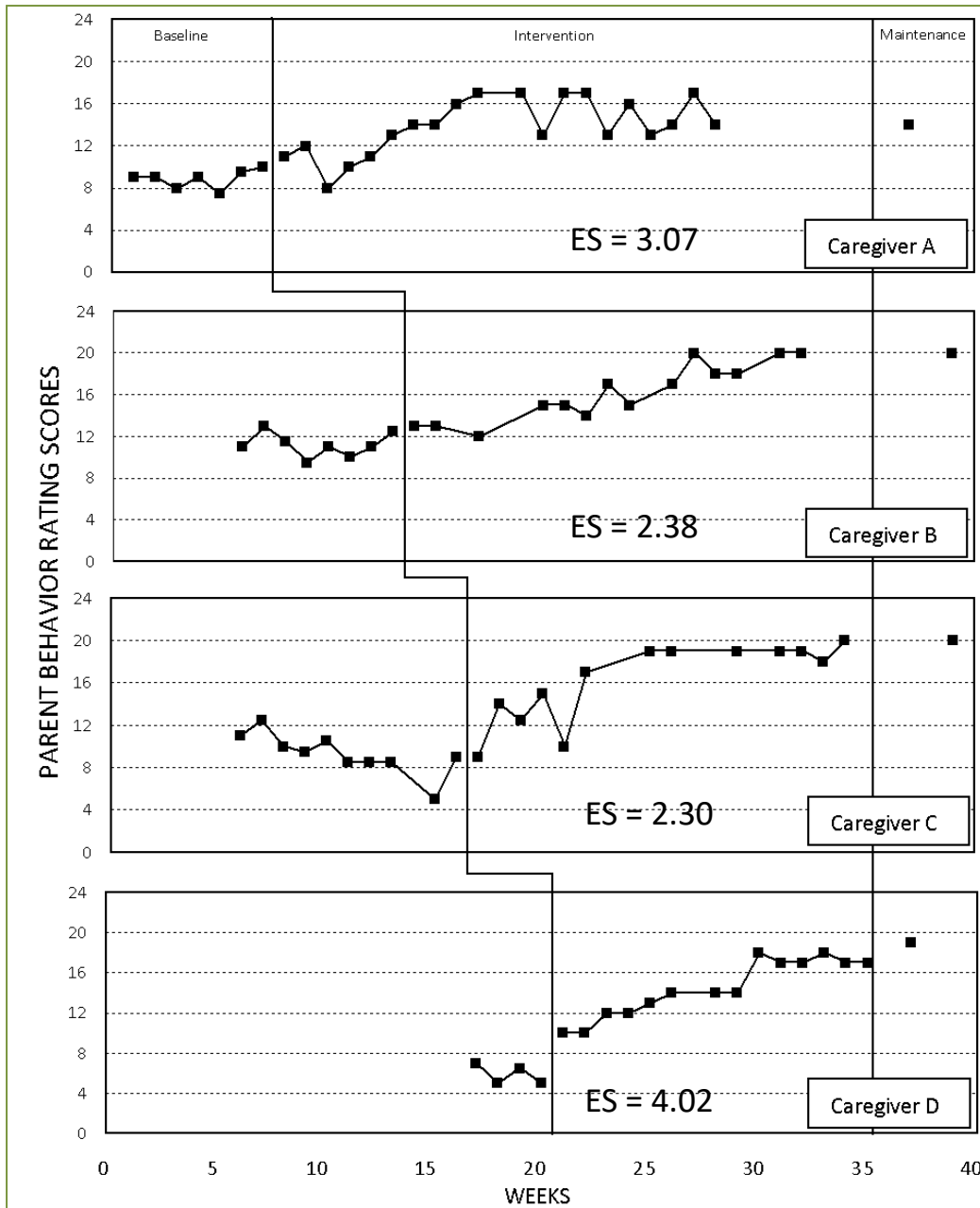
Methodology: Multiple baseline design across study participants

^a Swanson, J., Raab, M., & Dunst, C.J. (2011). Strengthening family capacity to provide young children everyday natural learning opportunities. *Journal of Early Childhood Research*, 9(1), 66-80.

Caregiver-Mediated Early Intervention Practices

- Study participants used child interest-based everyday activities as sources of child learning opportunities where the participants supported and encouraged child learning in the activities using responsive teaching procedures.
- Participants identified their children's interests, the everyday activities that were sources of interest-based learning opportunities, and the responsive caregiver behavior that was used to engage and sustain child engagement in interest-based everyday child learning.
- An early childhood practitioner used participatory parenting experiences and opportunities to support and encourage the caregivers' use of the natural environment practices.

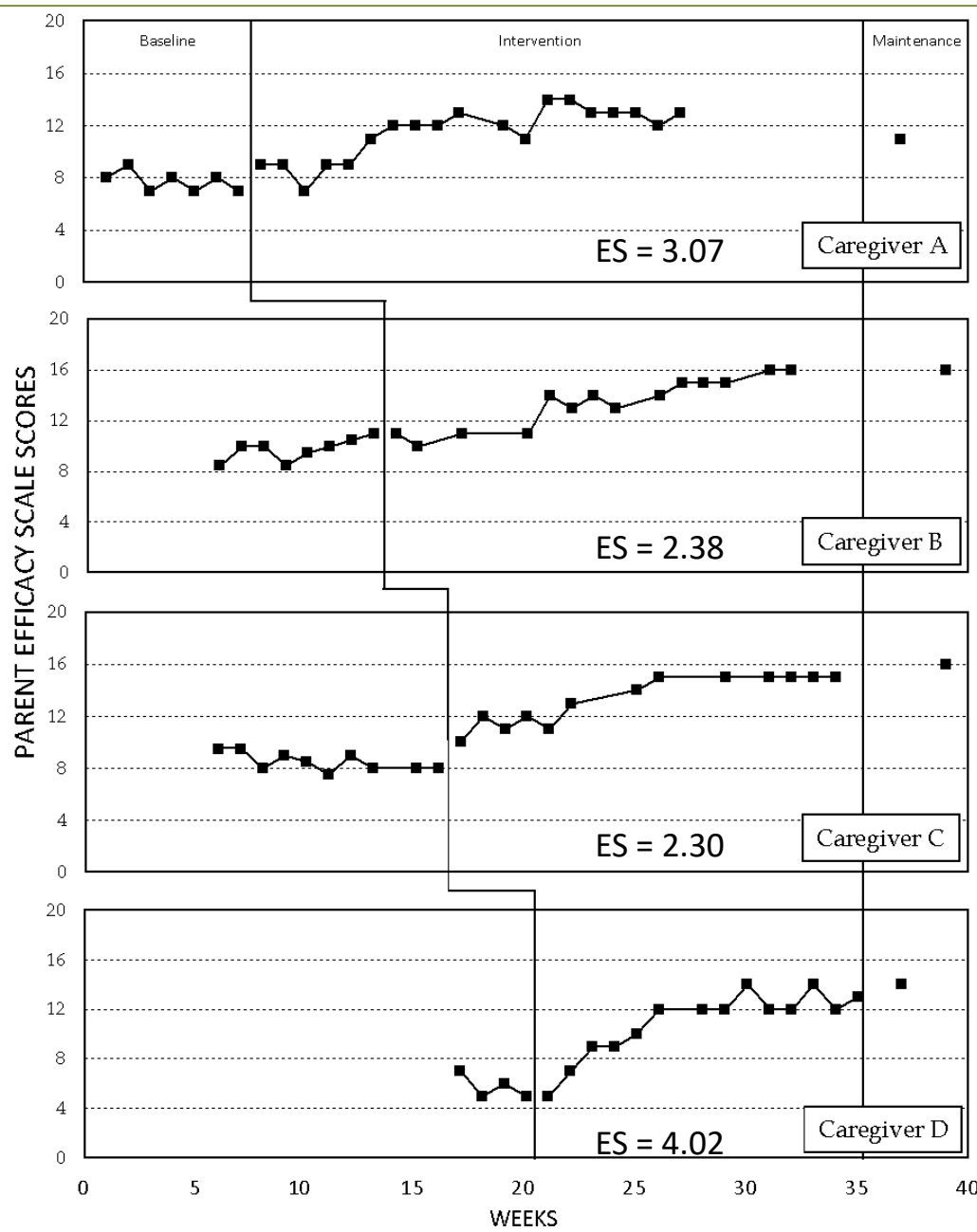
Parenting Skills



Adoption and use of everyday activities as sources of interest-based child learning opportunities strengthened and promoted parents skills in using the natural learning environment practices

(NOTE. ES = Estimated Cohen's *d* effect size)

Parenting Confidence and Competence



Findings also showed that promoting caregivers' use of everyday activities as sources of interest-based child learning opportunities had the effect of strengthening parenting competence and confidence

(NOTE. ES = Estimated Cohen's *d* effect size)

Conclusions

- Family-centered practices are a capacity-building approach for conducting and implementing child, parent-child, parent, and family-focused interventions
- Family-centered practices are more likely to promote and sustain parent engagement in child and parent-child interventions
- Family-centered practice have broad-based applicability to any number of other approaches to intervention