



Early Intervention Training Program at the
University of Illinois at Urbana-Champaign
presents



Strategies to Implement Family-Centered Practices in Early Intervention

- The webinar will begin at (1:30 PM CST).
- There will be minimal audio before the webinar begins.
- **Please run the audio setup wizard to make sure your speakers work.**
 - You will not need to test your microphone! (Skip microphone setup)

Audio Setup Wizard



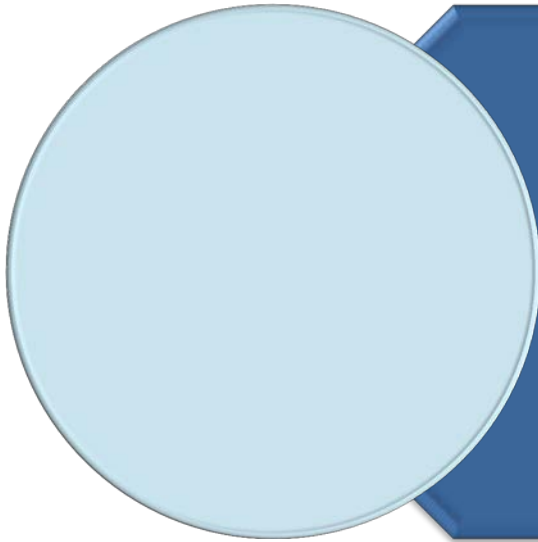
Strategies to Implement Family-Centered Practices in Early Intervention



Angel Fetting, PhD
University of Massachusetts Boston



Today's Presenter



Angel Fetting, PhD

Assistant Professor, College of Education
and Human Development
University of Massachusetts Boston

Today's Moderators



Maria Matticks

Consultant

Early Intervention Training Program



Michaelene M. Ostrosky

**Head and Goldstick Family Scholar,
Special Education, University of Illinois**



Alissa Jones

Research Specialist

Early Intervention Training Program

Survey & Certificate

This webinar has **ILLINOIS EI** credit as well as
ILLINOIS STATE LICENSURE* credit

*OT, PT, SLP, SW, Nutrition/Dietitian

Look for “unique” email AFTER the webinar
with the survey from

Early Intervention Training Program
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complete survey to get
certificate

If you joined as a group, each individual will need to
complete the unique survey for credit



Chat

The screenshot shows a web-based chat interface. At the top is a 'PARTICIPANTS' panel showing 'rebecka' as the 'Moderator' with icons for voice, video, hand, and checkmark. Below this is the 'MAIN ROOM (1)' section, also showing 'rebecka' as 'Moderator (You)'. The main chat area is titled 'CHAT - Supervised' and contains a system message '- You joined the Main Room. (12:45 AM) -' and a message from 'rebecka' saying 'Hi' at '12:54 AM'. A text input box at the bottom is labeled 'type in this box—lower left side of screen'. A yellow box highlights the chat area and input box. A red arrow points to the top-right corner of the chat area with the text 'Move the column'. A white arrow points to the right side of the chat area with the text 'Rollover the top or right side border to resize the chat box.'.

PARTICIPANTS

rebecka
Moderator

MAIN ROOM (1)

rebecka
Moderator (You)

CHAT - Supervised

- You joined the Main Room. (12:45 AM) -

rebecka
Hi

12:54 AM

type in this box—lower left side of screen

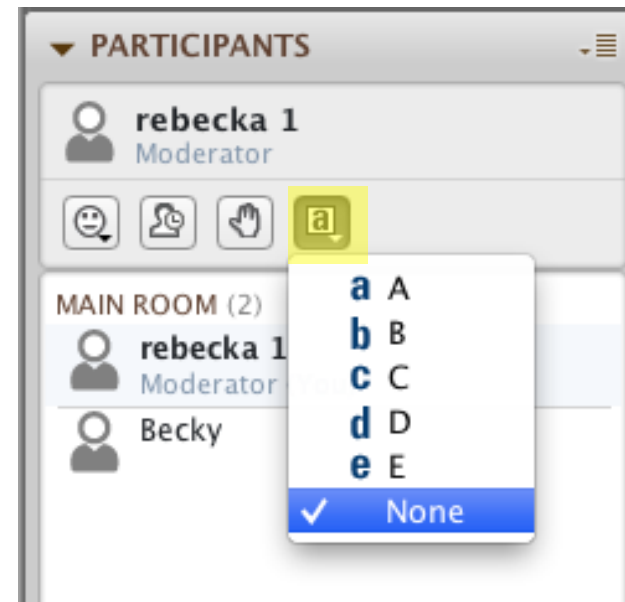
Room Moderators

Move the column

Rollover the top or right side border to resize the chat box.

Who do we have participating with us today?

- A. Parent/caregiver
- B. Early Interventionist
- C. CFC Staff
- D. Administrators
- E. Other (list in Chat Room)



Agenda

- Importance of family-centered intervention
- Benefits & Challenges
- Evidence-Based Strategies
- Case Scenario Activity



**Family
Involvement**



**Effective
Early
Intervention**

*Child, Parent,
Interventionist*

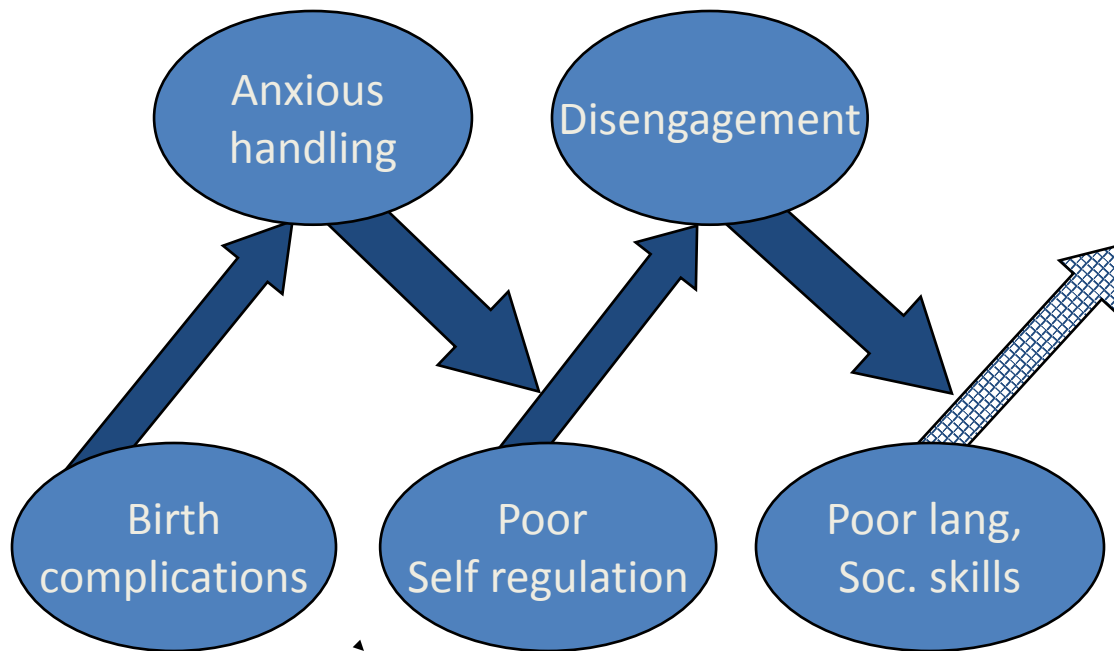
**Getting to
Know
Family**

**Assessment of
Effectiveness**

Model of Parent-Child Interactions

Parent

Child

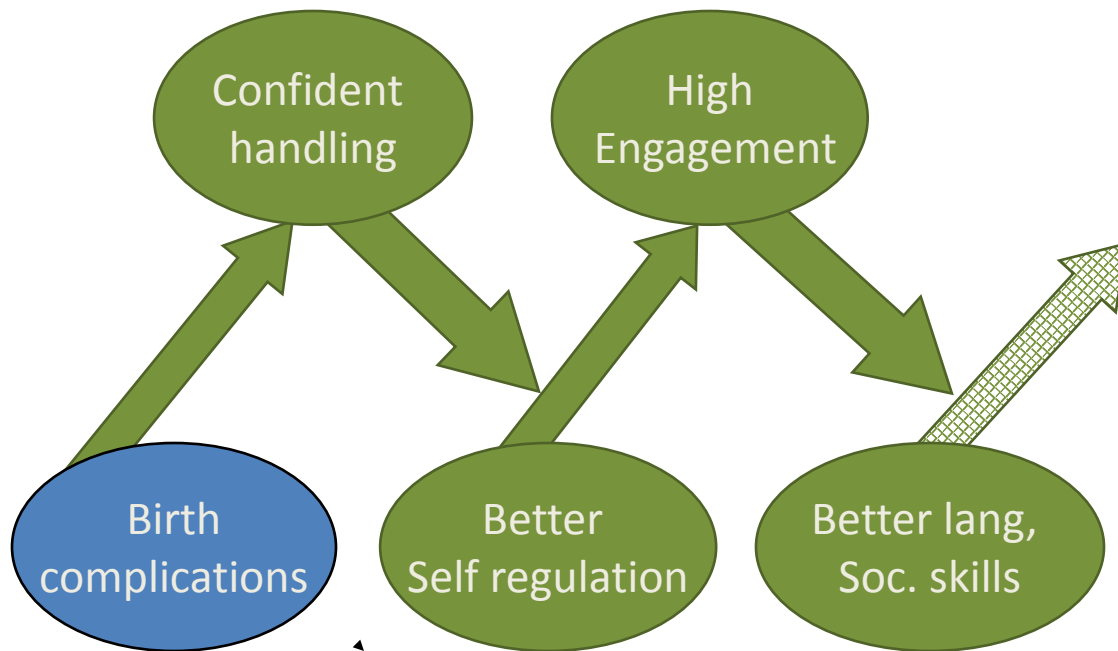


(Sameroff, 2000)

Model of Parent-Child Interactions

Parent

Child



(Sameroff, 2000)



Family participation in
early intervention
services improves
child and family
outcomes (Guralinick,
1997, 2005)

Benefits of family involvement for early intervention

“Without family involvement, intervention is likely to be unsuccessful, and what few effects are achieved are likely to disappear once the intervention is discontinued” (Bronfenbrenner, 1974)

Benefits of family involvement for early intervention

“The most effective programs are those where parents are closely involved...”

(Comptroller General, 1979)

Benefits of family involvement for early intervention

“Interventions adapted to a particular child and family which include the family are most likely to benefit the child” (Landy, 2006)



“Parents act in synergy with many influences, most notably, the child’s biologically based characteristics but also... the family, preschool, child care center, school, neighborhood, community and larger culture.” (p. 247)

Berger, 2001, Awakening Children’s Minds: How Parents And Teachers Can Make A Difference, Oxford Univ. Press

Developmental Systems Model (Guralnick, 2000; 2005)

CHILD CHARACTERISTICS & STRESSORS

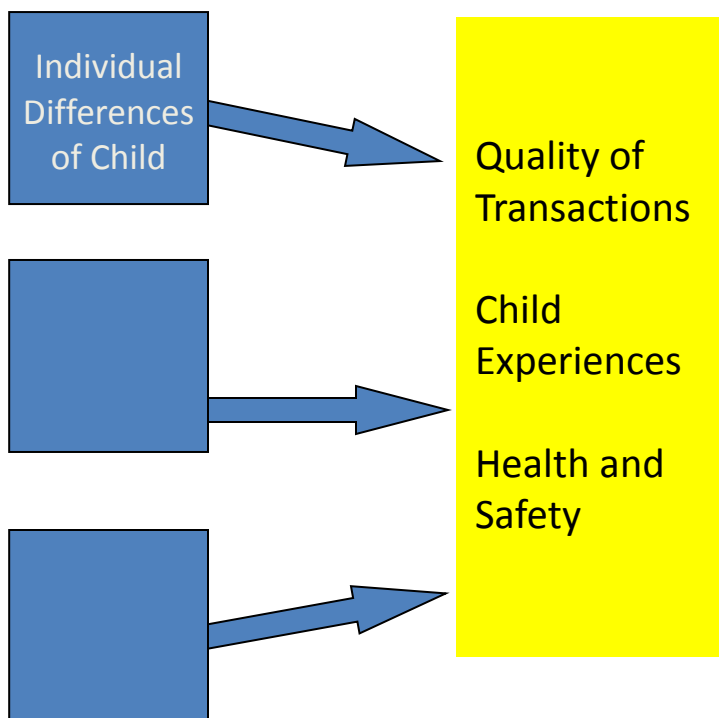
Individual
Differences
of Child

CHILD
DEVELOPMENT

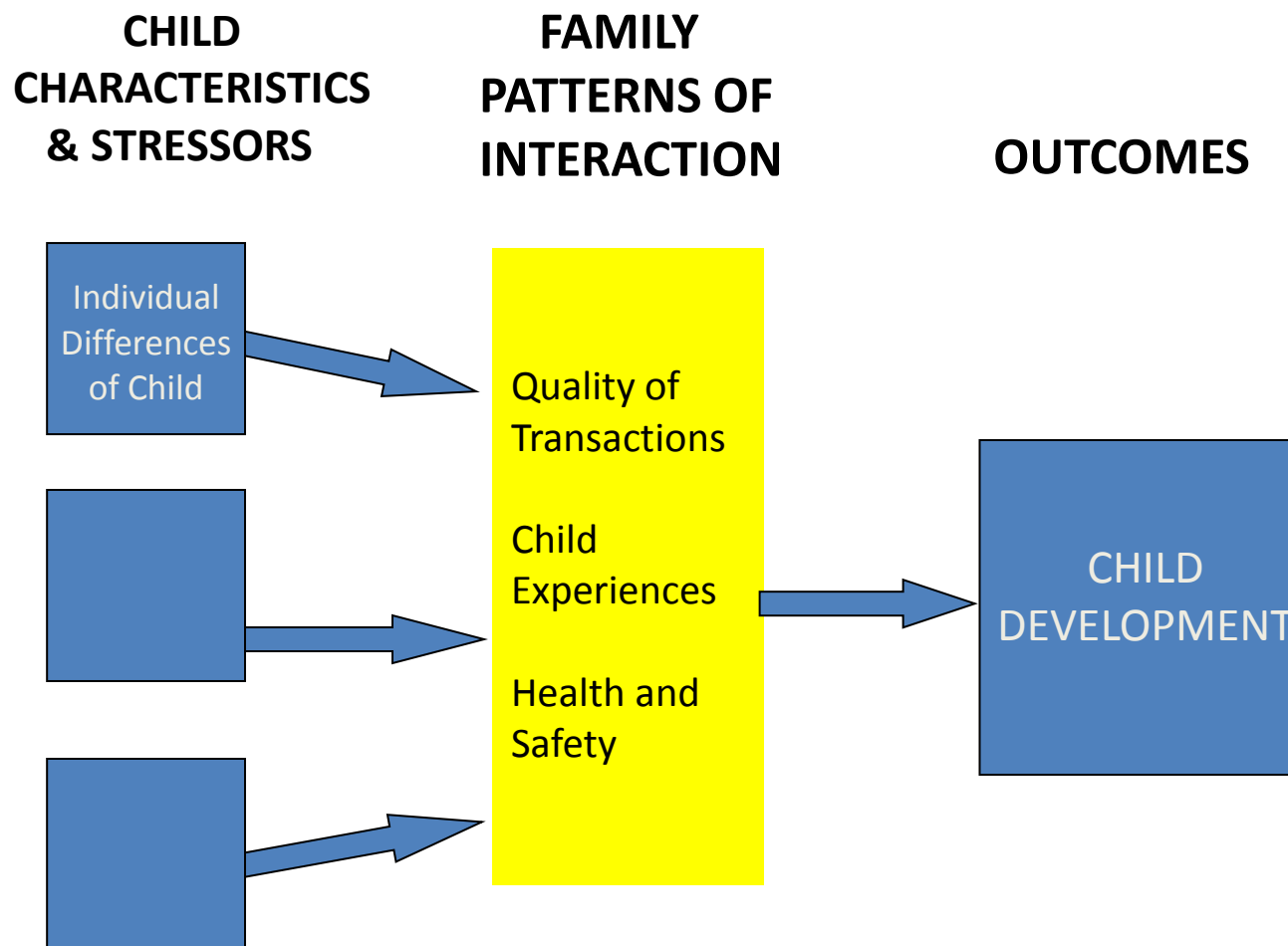
Developmental Systems Model (Guralnick, 2000; 2005)

CHILD CHARACTERISTICS & STRESSORS

FAMILY PATTERNS OF INTERACTION



Developmental Systems Model (Guralnick, 2000; 2005)



Families As Partners

Making Families partners ensures that families receive education and training to support their child's development

Child →

Family →

EI →



Hours of Service

**Child only
intervention**

1 hour
a week

~ 4 hours a
month

~ 48 hours a year

Hours of Service

Child only intervention

1 hour
a week

~ 4 hours a
month

~ 48 hours a year

V.S.

Family-centered intervention

~ 56 hours
a week

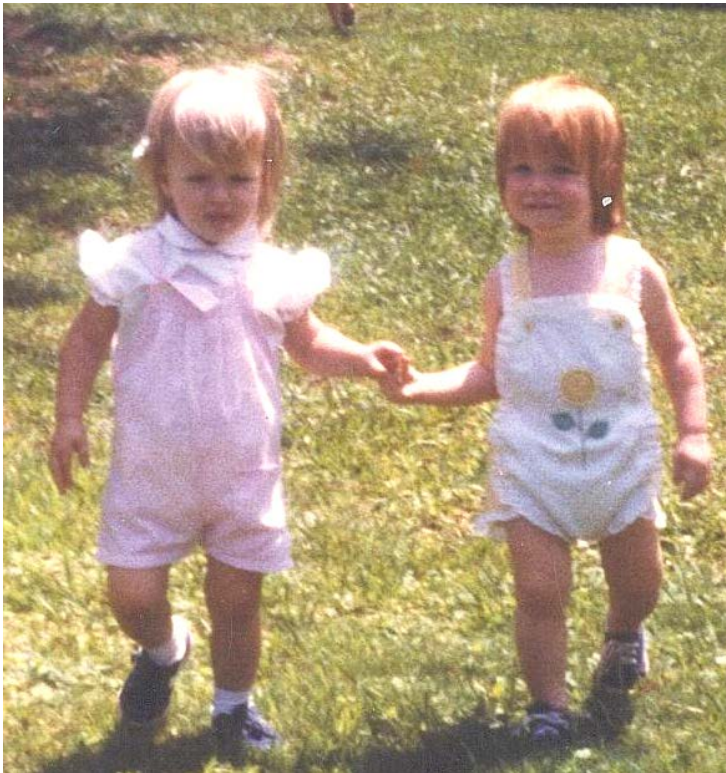
~ 224 hours a
month

~ 2688 hours a year

Major Elements of Social Emotional Wellness in Infancy

Developing the capacity:

to form close and secure relationships



(Zero to Three, 2001)

Major Elements of Social Emotional Wellness in Infancy



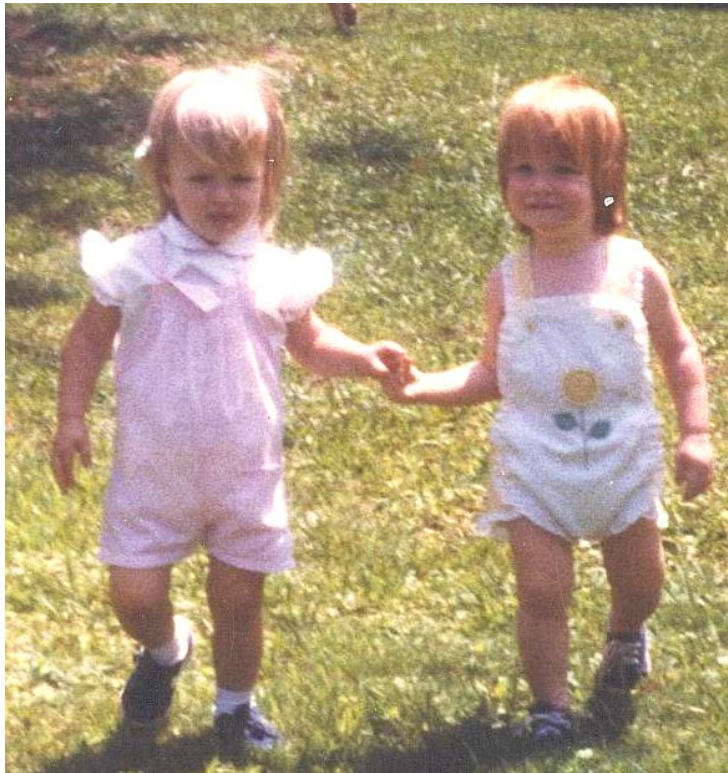
(Zero to Three, 2001)

Developing the capacity:

to form close and secure relationships

to experience, regulate, and
express emotions

Major Elements of Social Emotional Wellness in Infancy



(Zero to Three, 2001)

Developing the capacity:

to form close and secure relationships

to experience, regulate, and
express emotions

to explore the environment and
learn in the context of family,
community, and,

Major Elements of Social Emotional Wellness in Infancy



(Zero to Three, 2001)

Developing the capacity:

to form close and secure relationships

to experience, regulate, and
express emotions

to explore the environment and learn
in the context of family, community, and,

cultural expectations for young
children

What are some of the challenges
you face in implementing
family-centered practices?



Challenges

Culture /Beliefs

Challenges

Culture /Beliefs

Shared
Goals/Outcomes

Challenges

Culture /Beliefs

Shared
Goals/Outcomes

Communication

Challenges

Culture /Beliefs

Shared
Goals/Outcomes

Communication

Bridging research
to practice
(evidence-based
practice)

Challenges

Culture /Beliefs

Shared
Goals/Outcomes

Communication

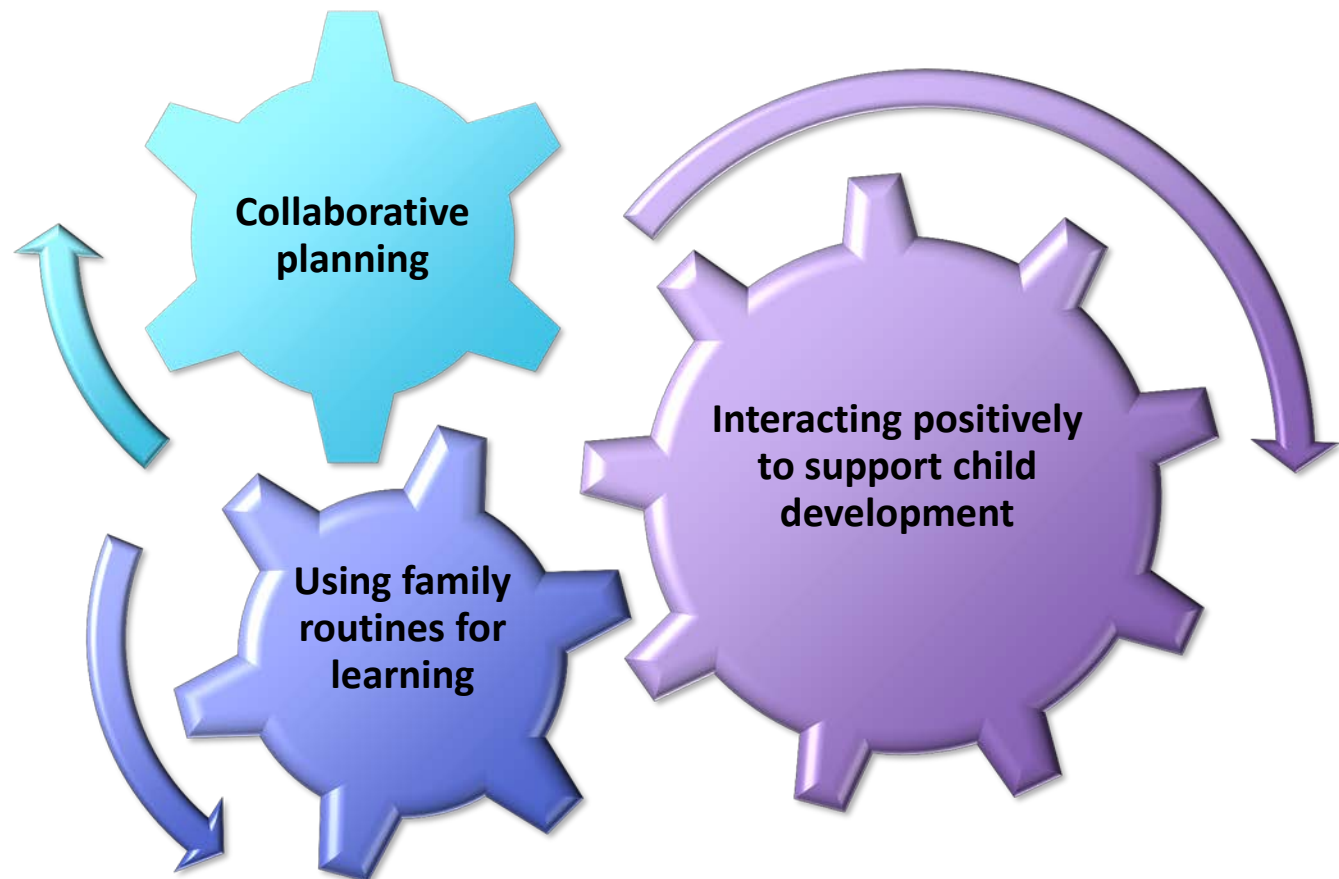
Bridging research
to practice
(evidence-based
practice)

Others?



HOW?

Effective EI Intervention Helps Families Focus on Their Child's Development



Collaborating with Families is:

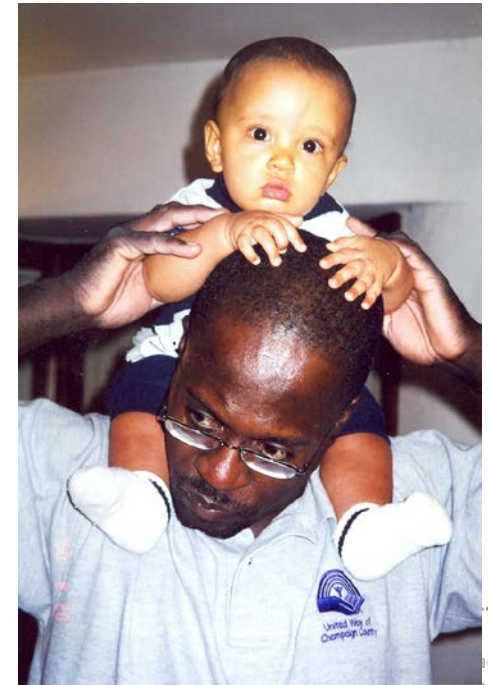
Based on an affectionate,
warm, respectful and positive
relationship



Relationship Focused Practices...

Relationships are *different* from interactions:

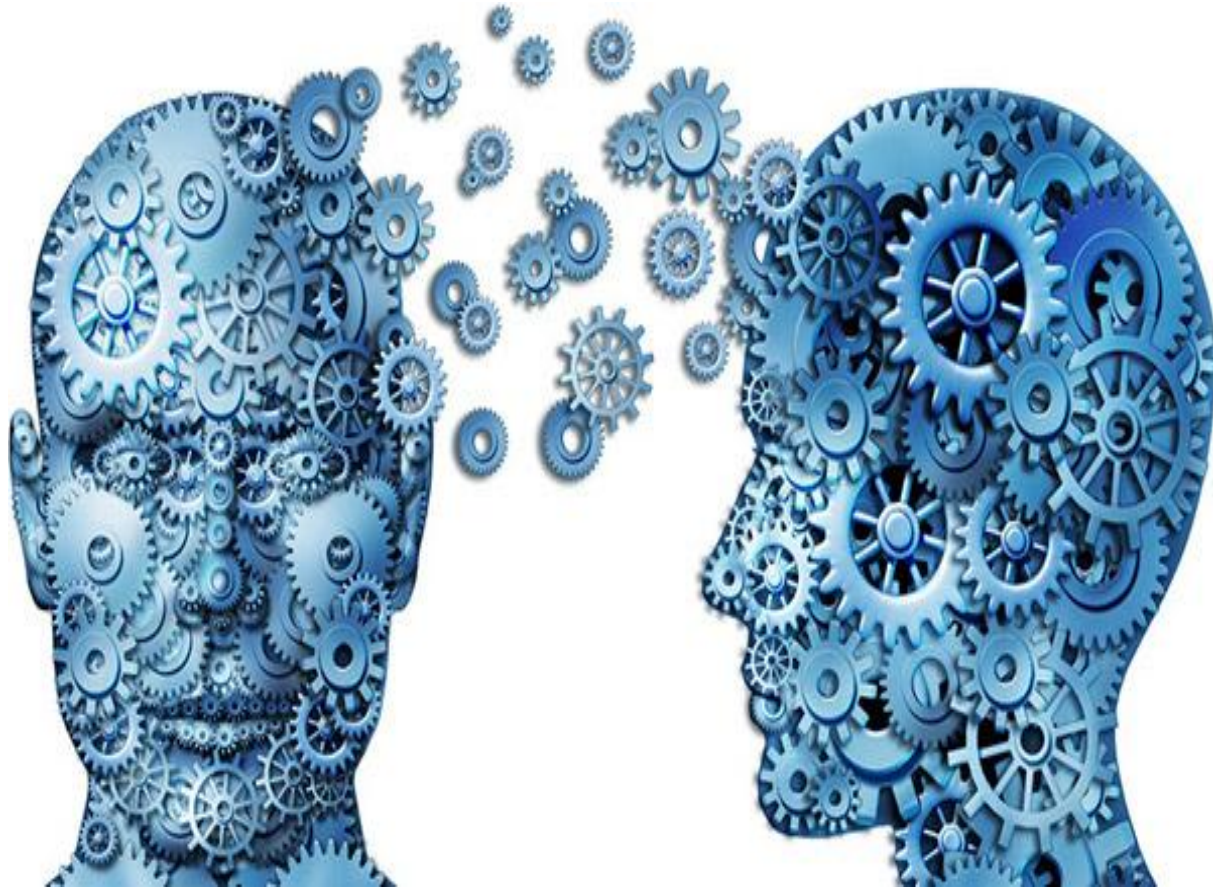
- Have emotional connections
- Endure over time
- Have special meaning between the two people
- Create memories and expectations in the minds of the people involved



Working with Families is: Encouraging interactions with the parent



Working with Families is:



Offering new information, resources
and strategies

Working with Families is:



Active partnership in
their relationship with
their child

Working with Families is:



Using resources families have to support parent-child interaction.

Working with Families is NOT:

Bringing in a bag of fancy toys and take them away at the end of the visit.

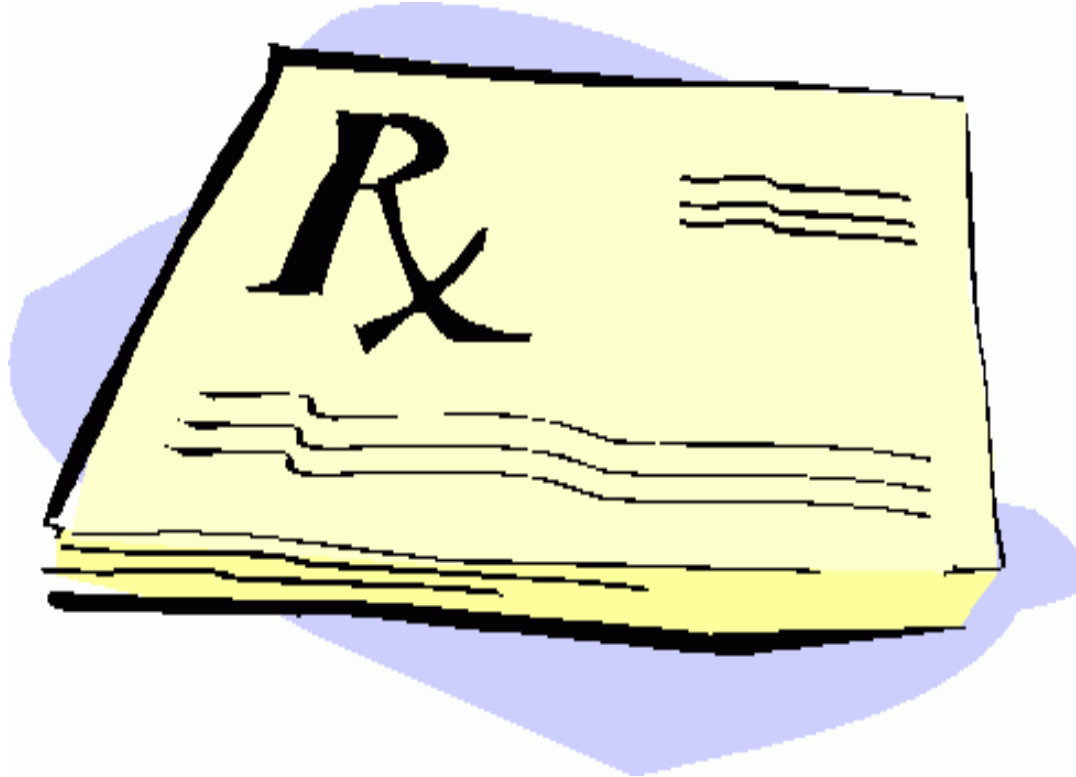


Working with Families is NOT:

Bringing in a bag of fancy toys and take them away at the end of the visit.



Working with Families is NOT:



A set schedule of prescribed activities

Working with Families is NOT:



A directive approach
involving
directions or
“shoulds”

Working with Diverse Families

- Practice self-reflection about values, beliefs, assumptions
- Consider context for family's lifestyle, opinions, and choices
- Become comfortable with discomfort
- Consider communication style and expectations



Families with an Interpreter

- Build relationship with both family and interpreter
- Explain collaboration process to interpreter
- Yes / No or more direct questions might be necessary to check for understanding
- Use open-ended questions to promote reflection
- Allow for lots of practice

Rush & Sheldon, 2011



“Ask to Suggest”

Ask the family what they have tried or how the intervention is going:

- Acknowledge the learner’s experience before giving solutions
- “Can I see what you are talking about?”
- Offer the suggestion
- Model and practice
- Fade prompts

“Ask to Suggest”

- Gather information about:
 - Why the family isn’t implementing the technique.
 - How the family is implementing the technique.
 - If the family gave up too early.



Characteristics of Effective Parent-focused Interventions

**SET EXPECTATIONS
FROM THE START**

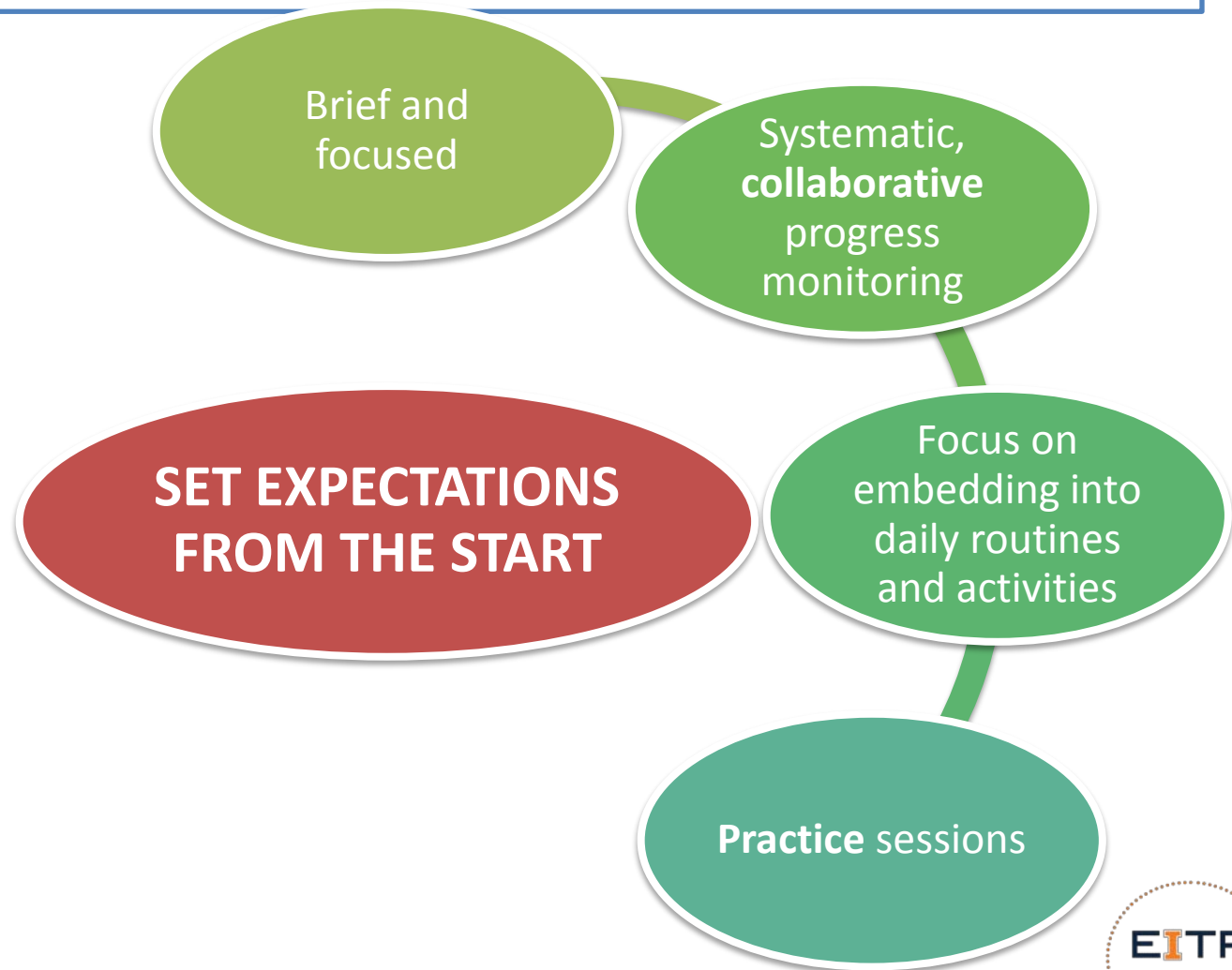
Characteristics of Effective Parent-focused Interventions

Brief and
focused

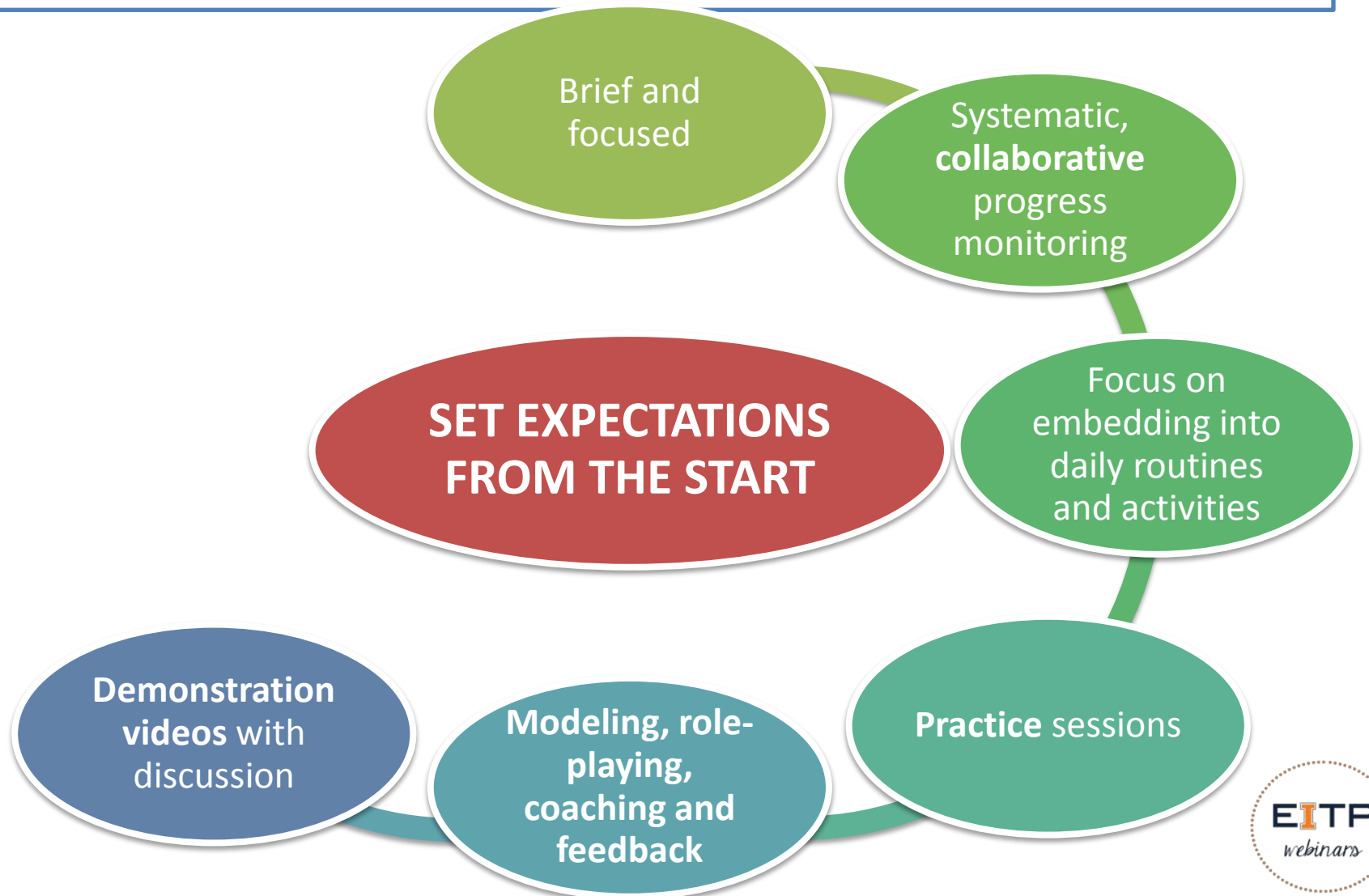
Systematic,
collaborative
progress
monitoring

**SET EXPECTATIONS
FROM THE START**

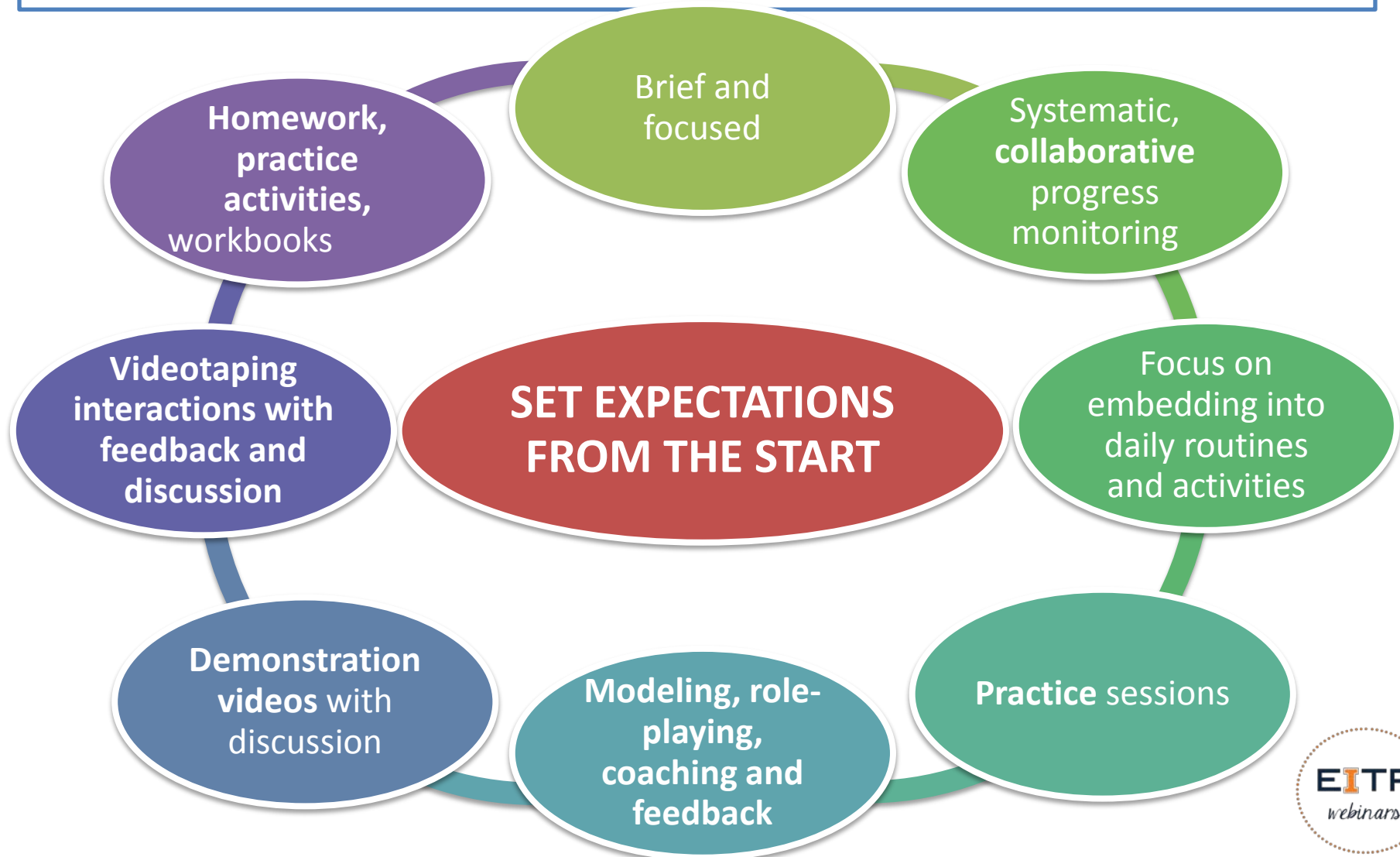
Characteristics of Effective Parent-focused Interventions



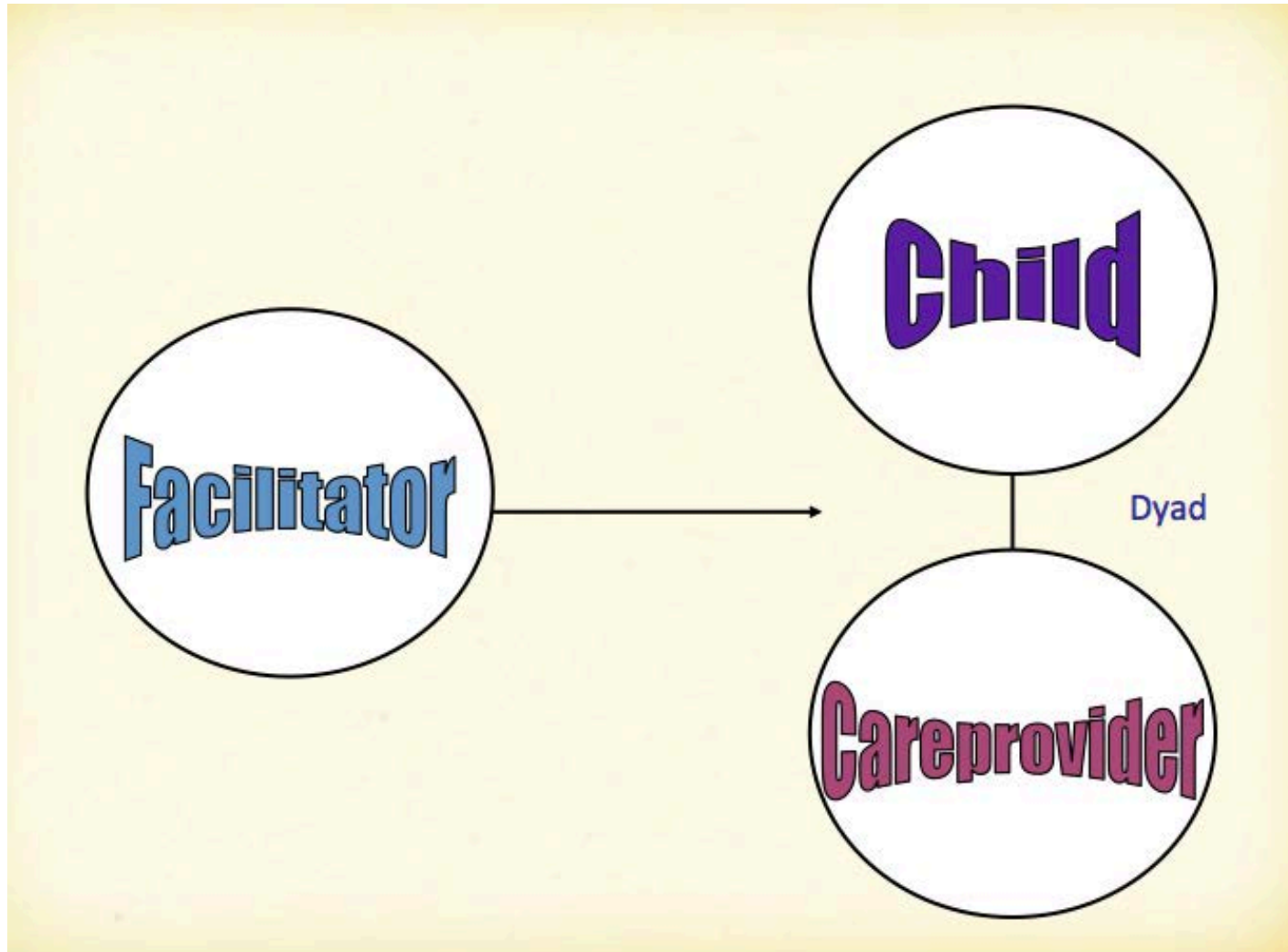
Characteristics of Effective Parent-focused Interventions



Characteristics of Effective Parent-focused Interventions



Triadic Interactions



Using Triadic Strategies

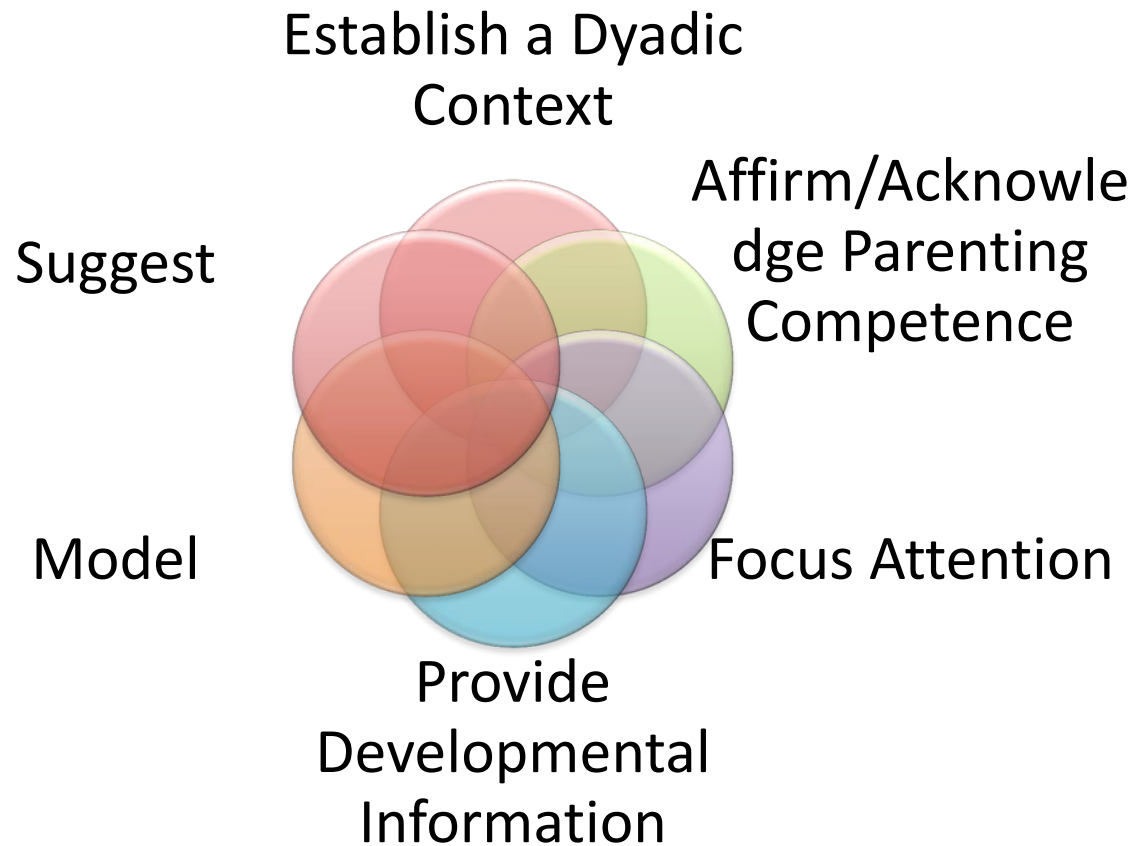
Triadic Interaction Strategies are those... used by the facilitator during parent-child interactions to expand and build interactions that are pleasurable for both partners and supportive of children's development, while also recognizing and strengthening the natural competence of parents as they interact with their children.

Using Triadic Strategies

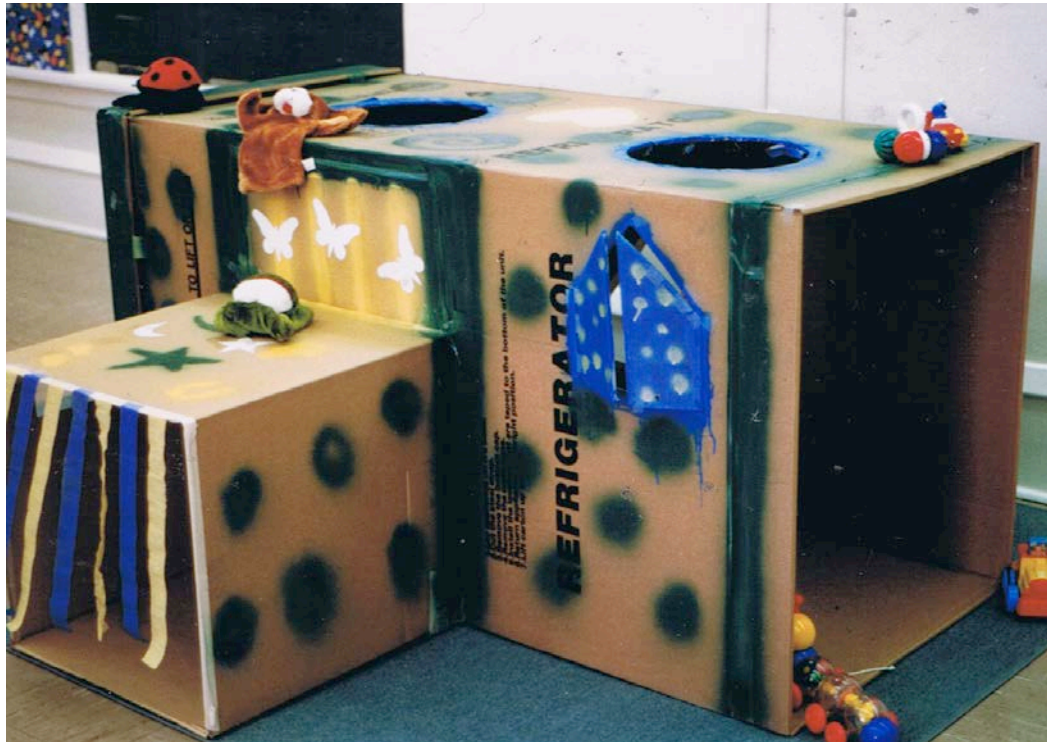
Triadic Interaction Strategies are those...

used by the facilitator during parent-child interactions to expand and build interactions that are pleasurable for both partners and supportive of children's development, while also recognizing and strengthening the natural competence of parents as they interact with their children.

Triadic Strategies



Establish a Dyadic Context....



Elements of the environment are arranged to increase the probability of developmentally matched, mutually enjoyable parent-child interaction

Affirm/Acknowledge Parenting Competence....



Developmentally supportive interactions are warmly recognized and expanded upon, as are characteristics of child competence

A Parent's Voice

They (the providers) would compliment what I was doing. It made me feel like I was doing something really well."



Focus Attention...



Aspects of the interaction are commented upon, expanded, or questioned in order to draw the parent's attention to particular competencies or actions in themselves or the child

Provide Developmental Information....



Information about the child's developmental agenda is given by verbally labeling or interpreting the child's emotional, cognitive, language, and motor abilities within the context of play and interaction

Model...



Dyadic interaction roles are momentarily taken on by the interventionist

Suggest...



The interventionist provides parent with specific suggestions for something to try with their child



clip 8

Rules to Guide Us

- Put yourself in the parent's shoes in order to achieve the right level of support
- Think about the strengths of the dyad
- Think about the key outcomes of supporting confidence and competence
- Be careful with “modeling” and “suggesting”
- Choose the least directive/support triadic strategy and then wait, watch, and adjust

CASE SCENARIO

CASE SCENARIO 1

Johanna goes into the home to work with Nick. Nick is 18 months and is diagnosed with a developmental delay. He has a cousin, Susan, who is 28 months who also participates in the EI home visit.

After Johanna arrives and sits on the floor to play with Nick and work on two different puzzles, Grandma starts talking to Johanna about some doctors appointments. Throughout the visit, Grandma discusses things with Johanna, but doesn't join them.

During the visit, different family members come in and out of the house through the living room and talk to the children but do not join in the play. Other children between 3-8 years come in and sit with Nick but often distract him and take toys.

What strategies would you use to facilitate family-centered practices?

CASE SCENARIO 2

Nellie is at a home visit to provide developmental therapy to Alex, a 2.5 year old who was recently diagnosed with Autism. Alex was very excited to see Nellie at his house and immediately got into Nellie's toy bags to pull out the toys in there.

Alex's dad greeted Nellie as she walked into the door and sat back down on the couch to continue to watch his movie.

What strategies would you use to facilitate family-centered practices?

Wrap Up

What is the one thing you will change or add to your strategy bucket?



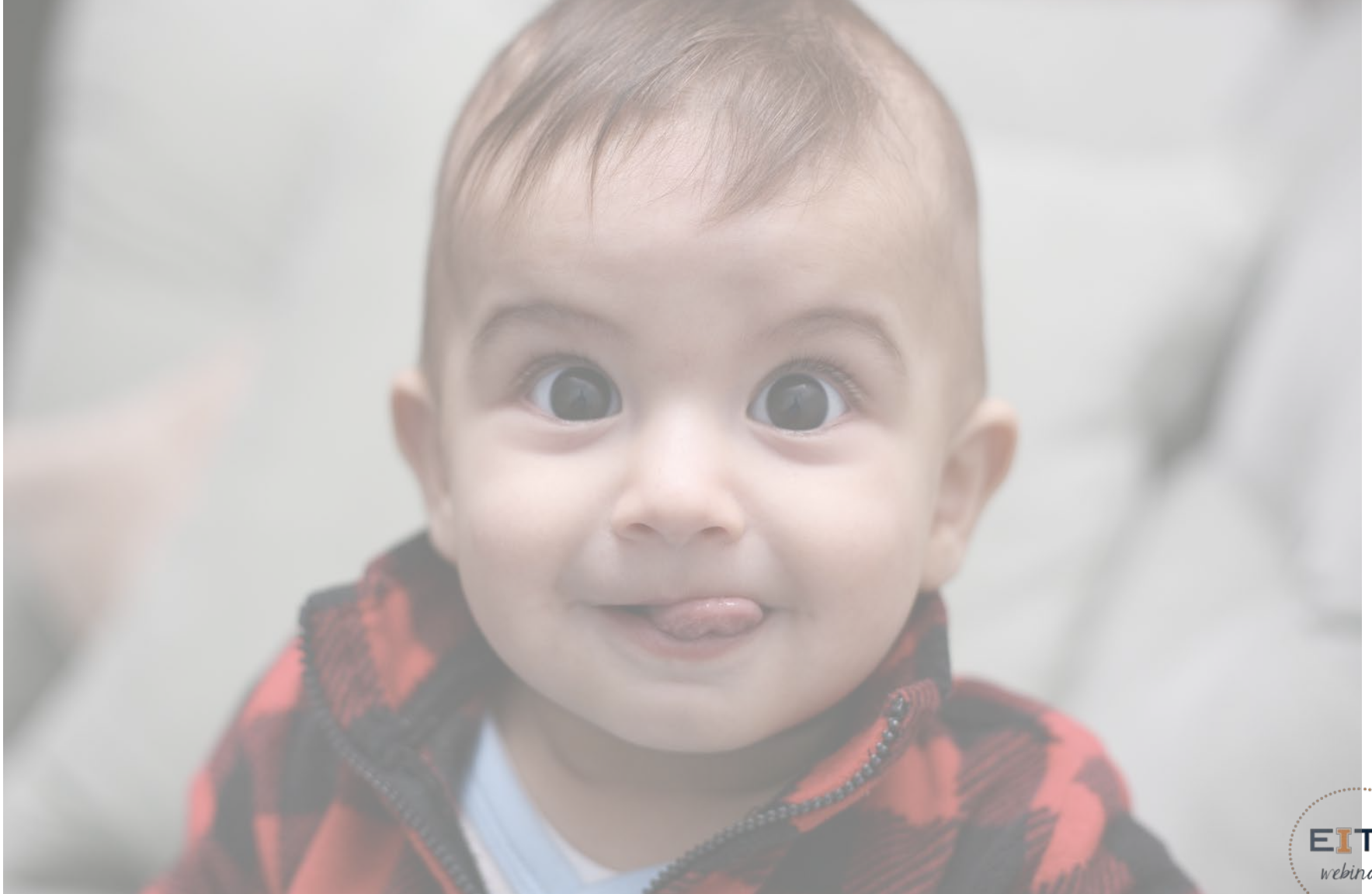


QUESTIONS



- Angel Fettig
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Thank you for your participation!



Survey & Certificate

You will receive email with survey from **Early Intervention Training Program** (eitraining@illinois.edu)

Must complete unique survey to get certificate

Certificate will be emailed after survey completion (within 24 hours)

Issues with survey or certificate, please contact us at eitraining@illinois.edu



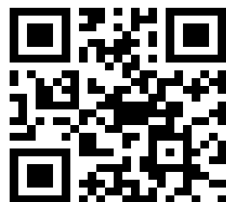
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and families of Illinois!

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The Children's Research Center

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