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)
Strategies to Implement Family-Centered Practices in Early Intervention

Angel Fettig, PhD
University of Massachusetts Boston
Today’s Presenter

Angel Fettig, 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 (eitraining@illinois.edu)

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

Move the column

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

type in this box—lower left side of screen
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
Effective Early Intervention
Child, Parent, Interventionist

Getting to Know Family
Assessment of Effectiveness
Model of Parent-Child Interactions

Parent

Anxious handling

Disengagement

Child

Birth complications

Poor Self regulation

Poor lang, Soc. skills

(Sameroff, 2000)
Model of Parent-Child Interactions

Parent

Confident handling
High Engagement

Birth complications
Better Self regulation
Better lang, Soc. skills

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)

Developmental Systems Model
(Guralnick, 2000; 2005)

CHILD CHARACTERISTICS & STRESSORS

- Individual Differences of Child
Developmental Systems Model (Guralnic, 2000; 2005)

CHILD CHARACTERISTICS & STRESSORS

- Individual Differences of Child

FAMILY PATTERNS OF INTERACTION

- Quality of Transactions
- Child Experiences
- Health and Safety

Individual Differences of Child

- Quality of Transactions
- Child Experiences
- Health and Safety
Developmental Systems Model (Guralnick, 2000; 2005)

**Child Characteristics & Stressors**
- Individual Differences of Child

**Family Patterns of Interaction**
- Quality of Transactions
- Child Experiences
- Health and Safety

**Outcomes**
- Child Development
Making Families partners ensures that families receive education and training to support their child’s development.
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

- **Family-centered intervention**
  - ~ 56 hours a week
  - ~ 224 hours a month
  - ~ 2688 hours a year

V.S.

*EITP webinars*
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

Developing the capacity:

to form close and secure relationships

to experience, regulate, and express emotions

(Zero to Three, 2001)
Major Elements of Social Emotional Wellness in Infancy

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

(Zero to Three, 2001)
Major Elements of Social Emotional Wellness in Infancy

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

(Zero to Three, 2001)
What are some of the challenges you face in implementing family-centered practices?
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?
Effective EI Intervention Helps Families Focus on Their Child’s Development

- Collaborative planning
- Using family routines for learning
- Interacting positively to support child development
Collaborating with Families is:

Based on an affectionate, warm, respectful and positive relationship
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

Rush & Sheldon, 2011
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

McWilliam, 2010
“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.

McWilliam, 2010
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

- Brief and focused
- Systematic, collaborative progress monitoring
- Focus on embedding into daily routines and activities
- Practice sessions

SET EXPECTATIONS FROM THE START
Characteristics of Effective Parent-focused Interventions

- **Brief and focused**
- **Systematic, collaborative progress monitoring**
- **Focus on embedding into daily routines and activities**

**SET EXPECTATIONS FROM THE START**

- **Demonstration videos with discussion**
- **Modeling, role-playing, coaching and feedback**
- **Practice sessions**
Characteristics of Effective Parent-focused Interventions

SET EXPECTATIONS FROM THE START

- Homework, practice activities, workbooks
- Brief and focused
- Systematic, collaborative progress monitoring
- Focus on embedding into daily routines and activities
- Videotaping interactions with feedback and discussion
- Practice sessions
- Demonstration videos with discussion
- Modeling, role-playing, coaching and feedback
Triadic Interactions

- Facilitator
- Child
- Careprovider

Dyad
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
- Affirm/Acknowledge Parenting Competence
- Focus Attention
- Provide Developmental Information

Suggest

Model
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.
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.
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.
Dyadic interaction roles are *momentarily* taken on by the interventionist.
The interventionist provides parent with specific suggestions for something to try with their child.
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
  University of Massachusetts Boston
  angel.fettig@umb.edu
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
Thank you for supporting the children and families of Illinois!

Let’s Keep in Touch!

Visit our Website
EITP.education.illinois.edu

Follow us on Twitter
@EITPIllinois

Join Our Facebook Group
Early Intervention Training Program at The University of Illinois

The Early Intervention Training Program at the University of Illinois
The Children’s Research Center
51 Gerty Drive, Room 105
Champaign, IL 61820

EITP
EARLY INTERVENTION TRAINING PROGRAM
COLLEGE OF EDUCATION
EDUCATION AT ILLINOIS