Promoting family-centered practices: Evidence-based strategies for early intervention services

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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

Birth complications

Poor self-regulation

Poor lang, Soc. skills

Confident handling

High Engagement

Better Self regulation

Better lang, Soc. skills

Anxious handling

Disengagement

Birth complications

Poor self-regulation

Poor lang, Soc. skills

(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 discontinues” (Bronfenbrenner, 1974)

“The most effective programs are those where parents are closely involved...”
(Comptroller General, 1979)

“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)
Families As Partners

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

Relation Between Implementation Fidelity, Intervention Fidelity, and Child Outcomes

Family Coaching

Family-Centered Practice

“Working with family unit to strengthen family capacity and ensure the best possible outcomes for children” – childwelfare.org

Family Goals & Choices + Incorporation of Family’s Strength + Culturally Responsive
Family Engagement Policy Statements & DEC Recommended Practices

Family-Centered Practice within Early Intervention (EI)

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]
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

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

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.

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Working with Families is **NOT**:

A set schedule of prescribed activities

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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

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

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.

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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.

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.
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

### Wrap Up

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

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