

Effective Strategies to Engage Parents in Supporting their Children's Development

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3 effective strategies to engage parents in supporting their children's development:

1. Engage parents and children in developmentally supportive interactions
2. Identify and support developmental parenting behaviors
3. Help parents use everyday materials and activities to support children's development

Early Head Start Home Visiting Programs

- **Goals include:** help parents improve *parenting skills*



Early Head Start

(home-based)

Head Start Performance Standards

(1) The purpose of the home visit is to help parents improve their parenting skills and to assist them in the use of the home as the child's primary learning environment. The home visitor must work with parents to help them provide learning opportunities that enhance their child's growth and development.

Other Home Visiting Programs

- **Parents as Teachers goals include:** improve *parenting*
- **Healthy Families America goals include:** improve *parent-child interaction*
- **Nurse Family Partnership goals include:** help parents provide *responsible and competent care*

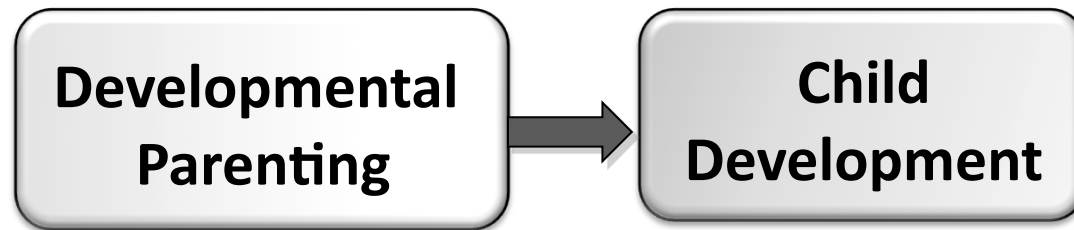
Does home visiting meet these goals?

- Rigorous home visiting studies show
 - statistically significant parenting impacts
 - only small to moderate effects
- Home visiting can improve parenting, but effectiveness needs to be better.

(Pew Center on the States, 2012; Sweet & Applebaum, 2004)

What's our goal?

- What kind of parenting do we want to help parents improve?



What gets in the way and what can we do?

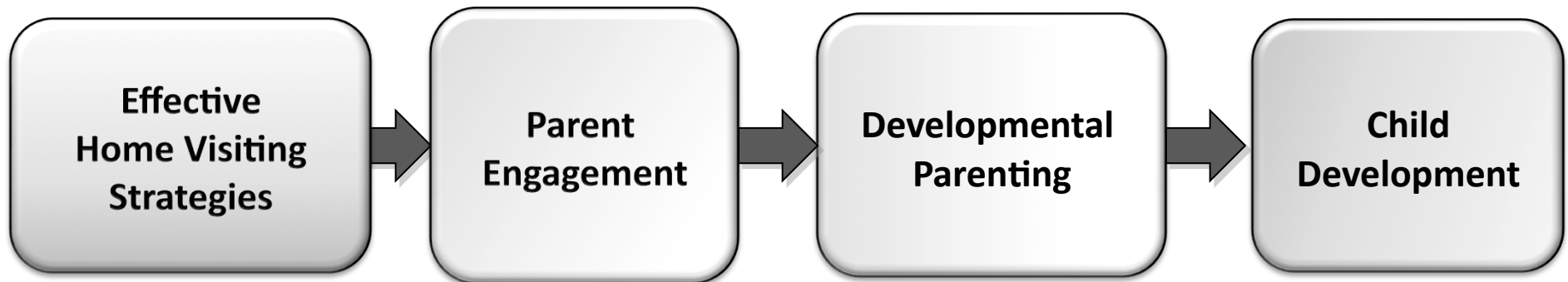
Toxic stress—chronic chaos, deprivation, anxiety
Disruptions in primary relationships
Maltreatment—abuse, neglect
Trauma—disasters, crises, frightening events

Developmental Parenting

Physical health—bodily distress, illness
Behavior—social aggression, withdrawal
Developmental regression—bedwetting, night waking, eating problems,
cognitive language delays, poor executive functioning

(Felitti & Anda, 2010; Shonkoff et al., 2012)

How can home visiting improve parenting?



Red flags

Signs of ineffectiveness in home visiting

Parent leaves the room

Child races to greet home visitor & rummage through bag

More time on family problems than on child development

Not much gets done when other family members are there

Parent says, “Oh, you are so good with children!”

What is developmental parenting?

- Parenting behavior that supports child development
- A goal of most home visiting programs
- A research–based approach to home visiting
 - Not a program or a curriculum
 - Strategies to ***engage parents in supporting their children’s development***



What does a *developmental parenting* approach look like (most of the time)?

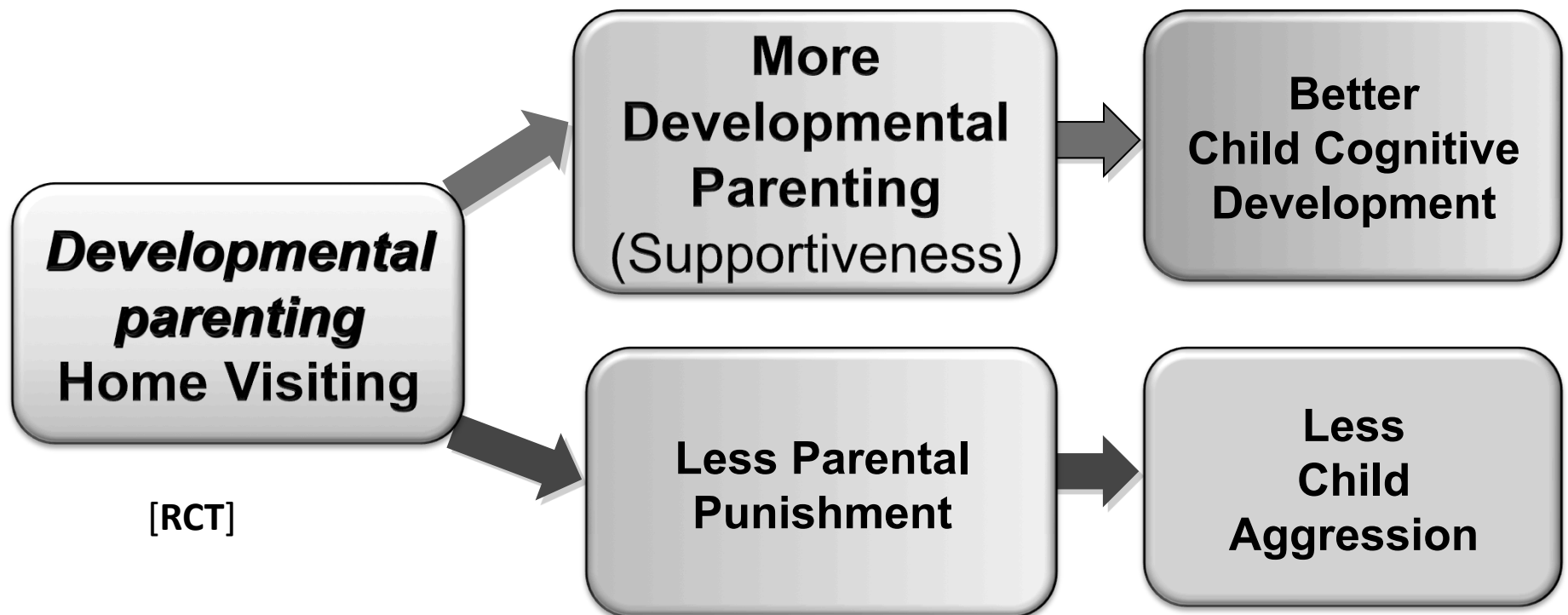
- Parent-child interaction during most of the visit (> 50%)
- Positive feedback on developmental parenting behaviors
- Family materials and activities used for home visits
- Strengths-based approach that keeps parent in teaching role

“Action” is between parent & child
“Stars” of the show are the parent & child

Keep the parent in the driver’s seat—“don’t grab the wheel!”—use modeling very rarely if ever.

Research Support for *DP* Approach

Early Head Start home visiting program for low-income families (compared with a randomly assigned comparison group):



(Roggman et al., 2002, 2009, 2010; Roggman & Cook, 2011; Roggman, unpublished)

6 research-supported DP strategies, 3 I'll talk about

Focus on child development

Engage parent and child in developmental interactions

Identify & support developmental parenting behaviors

Collaborate with parents

Involve other family members

Build on family activities

Engage parent and child in developmental interactions

- ***Elicit interactions that keep “action” between parent and child.***

How do you do that?

Hand materials to the parent & **ask** how they want to use them

Assist parent to plan and prepare for interactive activities

Ask parent about child’s responses, abilities, & interests

Watch for interest and readiness to engage.
Don't waste the moment when everyone is ready!

Engage everyone who is there!

Identify & support developmental parenting behaviors

- Describe & encourage affection, responsiveness, encouragement, & teaching.

How do you do that?

Observe developmental parenting behaviors

Describe child's response to developmental parenting behaviors
("speak for the child")

Suggest developmental parenting behaviors

To do this:

Identify & describe developmental parenting behaviors

You need to recognize this:

Developmental
Parenting

P I C C O L OTM is a parenting observation tool to help home visitors recognize developmental parenting



Observational measure of developmental parenting:
affection, responsiveness, encouragement, & teaching

Data & video from the *Early Head Start Research & Evaluation Project*

New observations of over 4,500 video recordings of over 2,000 ethnically diverse families in 16 communities across the US.

29 best items from over 100 items
reliable – 77% absolute agreement
valid – predicts child development
practical – helps programs plan & evaluate

Available now:

<http://www.brookespublishing.com/resource-center/screening-and-assessment/piccolo/>



29 things parents do that support development

- 1. Speak warmly**
- 2. Smile at child**
3. Praise child
4. Stay physically close to child
- 5. Say positive things to child**
- 6. Interact in positive ways with child**
- 7. Show emotional warmth**
8. Pay attention to what child is doing
9. Change activity to meet child needs
10. Be flexible if child changes interest
11. Follow what child is trying to do
- 12. Respond to child's emotions**
13. Look at child when child talks or makes sounds
14. Reply to child's words or sounds
15. Wait for child response after a suggestion
16. Encourage child to do things with toys
18. Help child do things on his or her own
19. Verbally encourage child's efforts
20. Offer suggestions to help child
21. Show enthusiasm for what child does
22. Explain reasons for something to child
23. Suggest activity to expand what child is doing
24. Repeat or expand child words or sounds
25. Label objects or actions for child
26. Engage in pretend play with child
27. Do activities in a sequence of steps
28. Talk about characteristics of objects
29. Ask child for information

Look for

- ✓ What the parent **can** already do
- ✓ What the parent is **comfortable** doing
- ✓ What the parent **believes** is important to do

Use family materials and activities

- Help parent identify household materials, activities and routines as ***ongoing*** learning opportunities for children.

How do you do that?

Use family materials and activities

- Help parent identify household materials, activities and routines as ***ongoing*** learning opportunities for children.

How do you do that?

Ask about family materials, activities, & routines

Plan these activities for home visits

Suggest ways to make routines fun

Bring materials *only* if you need to*

- **Ask** parent how they can use it
 - instead of telling them how or, worse yet, demonstrating the “right way” to use it
- **Plan** ahead together so you can use what they already have

* Why do you need to bring materials?

Use what families have

Parents need to know how to use what they have and the purpose of using it.

Parents need to know that toys cannot replace parent-child interaction.

Summary:

3 Developmental Parenting Strategies

1. Engage parent and child together:
 - Hand materials to parent
 - Help parents plan and prepare
2. Identify & support developmental parenting:
 - Observe parenting
 - Give feedback about child's response
3. Help parent use family materials and activities:
 - Use household materials
 - Use activities family already does

Observing Developmental Parenting Home Visiting

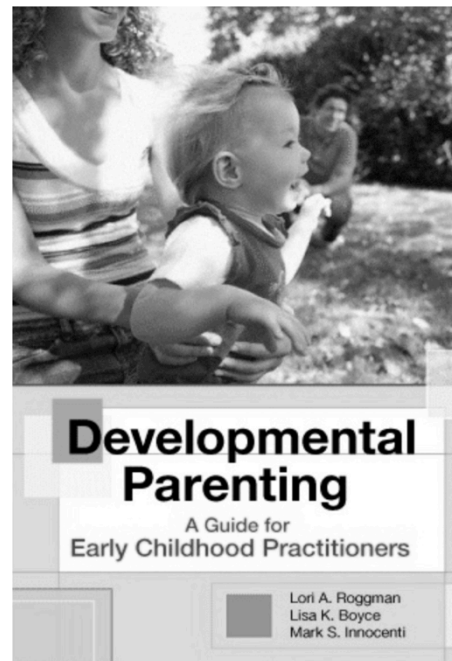
- Observational measure

HOVRS-A+

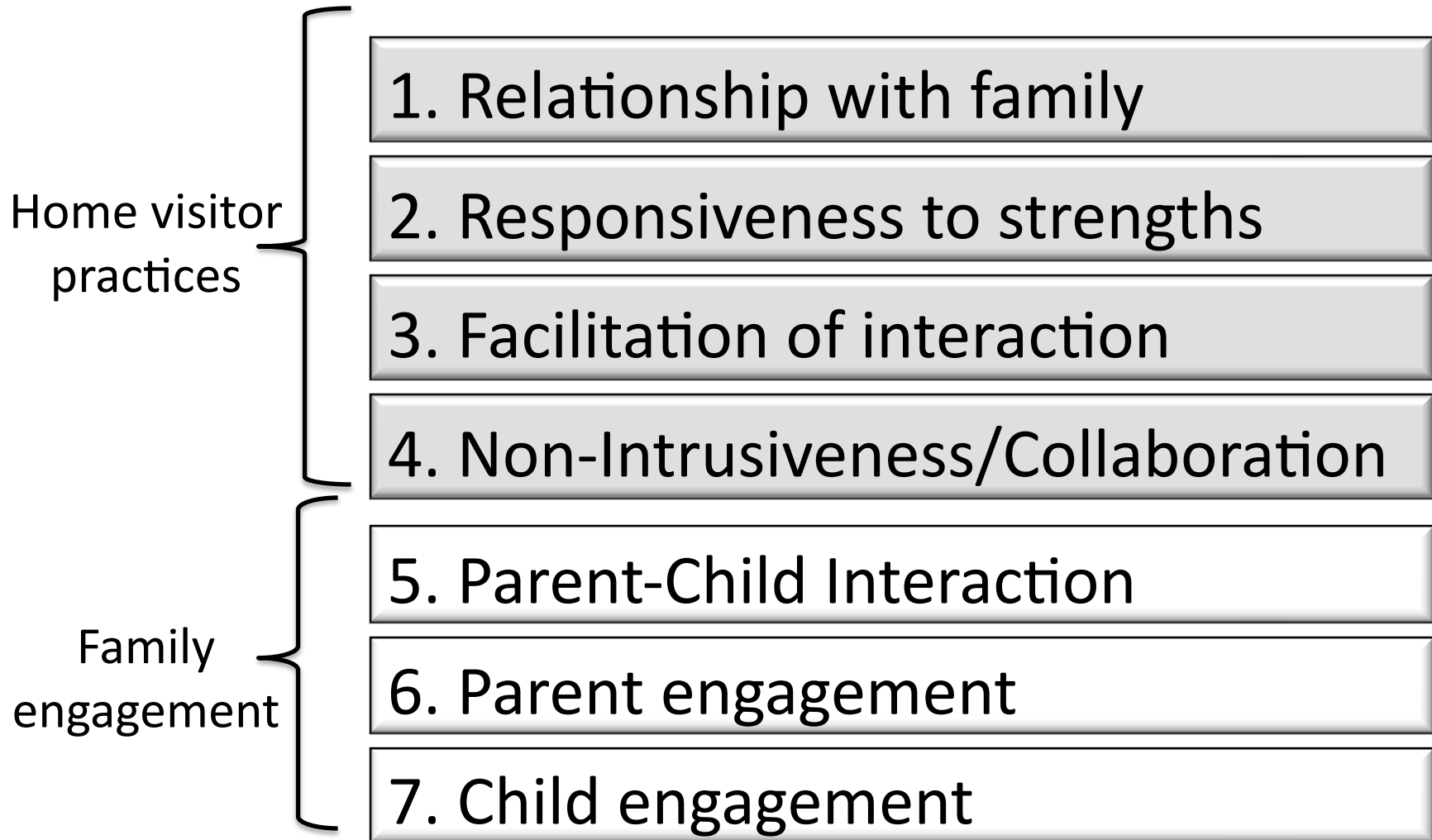
- Reliable: **85%** inter-observer agreement
- Valid: **predicts** parenting and child outcomes

What kind of home visits does **HOVRS-A+** measure?

HOVRS-A+ measures research-based indicators of the quality of home visits aimed at promoting **developmental parenting**



Research-Based Home Visiting – **HOVRS-A+** Scales



(ACYF, 2002; Barnard et al., 1993; Bernstein et al., 1991, 2001; Brorson, 2005; Daro & Harding, 1999; Daro & McCurdy, 1994; Daro, Jones, & McCurdy, 1993; Dunst, Trivette, & Hamby, 2006; Emde et al. 2000; Gomby et al., 1999; Guralnick, 1989, 1998; Hebbler & Gerlach-Downie, 2002; Heinicke et al. 2000; Korfmacher et al.1998; Lanzi et al., 1999; Lieberman et al. 1991; Mahoney et al., 1998; Olds & Kitzman, 1993; Raikes et al. 2006, 2014; Roggman et al., 2001, 2004, 2013; Slaughter-Defoe, 1993; Weiss, 1993; Woods et al., 2004)

Why use **HOVRS-A+** ?

- To provide feedback
- To identify training needs
- To set goals for professional development
- To ensure quality in services to families

What does **HOVRS-A+ v2** look like?

HOVRS-A+ Scale

1 2 3 4 5 6 7

1. To [do high quality practice], the home visitor

1 = does behaviors that indicate training need

3 = does behaviors that indicate adequate practice

5 = does behaviors that indicate good practice

7 = does behaviors that indicate excellent practice

__(1) Needs training __ (3) Adequate __ (5) Good __ (7) Excellent

HOVRS-A+ v2 examples

RESPONSIVENESS TO FAMILY: Plans with parent input, identifies family strengths to support child development

Overall: 1 2 3 4 5 6 7

1. To plan activities and topics of the home visit with the parent, the home visitor

1 = shows no evidence of planning for this home visit or future home visits.

3 = shows evidence of planning but no evidence of parent input.

5 = shows evidence of planning with parent input.

7 = shows evidence of planning with parent input **and** evidence of parent deciding activity, materials, or who provides them.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

2. To prepare for the home visit using parent-selected activities, the home visitor

1 = does not have necessary materials for the visit.

3 = is prepared for activities of the home visit (e.g., has necessary materials).

5 = brings or does activities selected by parents.

7 = emphasizes parent-selected activities **and** organizes home visit around them.

- (1) Needs training - (3) Adequate - (5) Good - (7) Excellent

Green flags

Signs of Effective *Parenting* Programs

Parent and child interact during most of the visit

Child excitedly turns to the parent, expecting fun together

Home visitor comments on positive interactions observed

Other family members are involved

Parent says, “We enjoy doing these things together”