Developmental Parenting!
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What is Developmental Parenting?
• Parenting that supports child development
• Parenting that develops over time
• Parenting that you can help parents develop
• A book to help you do that

“Red Flags”-- Signs of ineffective parenting programs
- Parents leave the room or go in & out during a home visit.
- Child races to greet practitioner & rummage thru 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!”

Purpose of this Session
• To show ways to avoid Red Flags by using evidence-based practices to facilitate Developmental Parenting.
  – What is Developmental Parenting?
  – How can you facilitate it?
  – What kinds of tools can help?

What is Developmental Parenting?
Parenting that supports children’s development

• Affection
• Responsiveness
• Encouragement
• Teaching

How do we know these behaviors are important?

Why is Affection important?

<table>
<thead>
<tr>
<th>Affection: Warmth, physical closeness, and positive expressions toward child.</th>
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</thead>
</table>

What does affection do for children?
• less antisocial behavior
• better adjustment
• more compliance
• greater cognitive ability
• more school readiness

Why is **Responsiveness** important?

**Responsiveness**: Responding to child’s cues, emotions, words, interests, and behaviors.

**What does responsiveness do for children?**
- more secure attachment
- better cognitive & social development
- better language development
- fewer behavior problems
- better emotion regulation & empathy


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Why is **Encouragement** important?

**Encouragement**: Active support of exploration, effort, skills, initiative, curiosity, creativity, and play.

**What does encouragement do for children?**
- less negativity
- willingness to try challenging tasks
- better cognitive & social development
- better language development

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Why is **Teaching** important?

**Teaching**: Shared conversation and play, cognitive stimulation, explanations, and questions.

**What does teaching do for children?**
- better cognitive & social development
- better language development
- more conversation
- more emergent literacy skills


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Why doesn’t every parent do Developmental Parenting?

- Past experiences, crisis, conflict, chaos, everyday troubles, worries, and hassles can all get in the way
- When life is hard, parenting is harder
- But all children need support for their development
- Children need developmental parenting for many years, especially the early years
- Therefore, many parents need some help to provide developmental parenting

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How can we promote Developmental Parenting?

**By using a parenting-focused model:**

Practitioner ---> Parenting ---> Child

**NOT:**
- A child-focused model: Practitioner ---> Child
- A parent-focused model: Practitioner ---> Parent

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“Green Flags” -- Signs of effective parenting programs

- Parent and child interact during most of the visit
- Child excitedly turns to the parent when you arrive, expecting fun together.
- You comment on positive interactions you observe.
- Other family members are involved in the activities.
- Parent says, “We enjoy doing these things together.”

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What Facilitates Developmental Parenting?

A - facilitative attitudes (approach & assumptions)
B - facilitative behaviors (strategies & tactics)
C - facilitative content (tools)

ABCs of Good Practice:
A is for Approach

• Our approach is strengths-based
  "A strengths-based approach recognizes and encourages parents' capacities and provides needed assistance in coping with difficulty."
  Zero to Three (2002)

A is for Approach

• Our approach is based on “mutually competent” interactions that
  1. support the child’s development
  2. increase the parent’s self-confidence

A is also for Attitudes:
What Does Research Recommend?

Be responsive to family strengths and culture
Be flexible in strategies and activities
Be supportive and accepting in relationships

What Does Research Recommend?

Be responsive to family strengths and culture

Why? Responsiveness to strengths opens opportunities to increase positive aspects of parenting and family functioning to support child’s development

Bernstein et al., 1991; Bronson, 2005; Caldwell et al., 1994; Duro & Harding, 1999; Lanzi et al., 1999; Slaughter-Defoe, 1993; Smith, 1995; Trivette & Dunst, 1986.

How can you be responsive to family strengths?

Ask & comment on family strengths
Ask & comment on parent experience
Ask & comment on parent knowledge of child development
Ask & comment on parenting strategies & values

ABCs of Good Practice:  
B is for Behavior

What behaviors facilitate developmental parenting?
What can practitioners do?
Which strategies work?

What 6 Behaviors Does Research Recommend?

Focus on child development
Engage parent and child together
Support developmental parenting behaviors
Collaborate with parents
Involve other family members
Build on family activities

What Does Research Recommend?

Focus on child development

Why? Home visit programs that have impacts on parenting behavior can have lasting impacts on children’s development.

ACYF, 2002; Bernstein et al., 1991; Duro & Harding, 1999; Gomby, 1999; Guralnick, 1998; Smith, 1995; van den Boom, 1995; Weiss, 1993

How do you focus on child development?

• Help parent notice child’s developmental needs.

Clarify parent’s role to support child development.
Ask & comment on observations of child’s development
Shift focus to ask how family needs affect child

What Does Research Recommend?

Engage parent and child together

Why? Facilitating parent-child interaction leads to more outcomes.

Mahoney et al., 1998; Roggman et al., 2001

How do you engage parent & child together?

• Elicit interactions that keep the “action” between parent and child.

Hand materials to the parent
Observe & comment on parent-child interaction
Ask parent about child’s responses
Ask parent about child abilities & interests

How can you say it?

<table>
<thead>
<tr>
<th>Describe interaction</th>
<th>“I see you two looking at each other more”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask about abilities &amp; interests</td>
<td>“What kinds of toys does she like?”</td>
</tr>
</tbody>
</table>

What Does Research Recommend?

Support developmental parenting behaviors

Why? Directly encouraging warmth, responsiveness, encouragement, & conversation helps parents improve child outcomes

Gerlach-Downie, 2002; Guralnick, 1989; Hebbler et al., 1998; Mahoney & Perales, 2005; Pfannenstiel & Seltzer, 1989; Roggman et al., 2001

How can you promote developmental parenting behaviors?

• Actively encourage affection, responsiveness, encouragement, & teaching.

Observe & comment on positive parenting behaviors
Prompt positive parenting behaviors
Ask about child’s feelings, cues, frustrations, interests
Offer information about development

ABCs of Good Practice: C is for Content

- What kind of content facilitates Developmental Parenting?
  - Family-friendly assessment
  - Family-friendly curriculum
  - Practitioner-friendly supervision

Think about the last home visit you provided or observed

How “family-friendly” was it?
• Did the parent and child interact a lot?
• Was the parent involved in assessing the child’s development?
• Did curriculum activities promote developmental parenting?
• What did the home visitor do that was most effective?

Family-Friendly Tools (Assessment & Curriculum)

• Easy to understand
• Easy to use
• Works well in families’ homes
• Appropriate for wide range of development
• Can be used collaboratively with families
• Can be adapted to family strengths and needs
• Promotes security, play, and communication
• Interesting to family

Family-Friendly Assessment

Advantages of involving parents in child assessments:
- Children are more comfortable with parents
- Parents observe their children every day
- Parent participation helps parents understand development
- Parent involvement reaffirms parent’s role as the expert
- Parents can report on other things child does

What are you using?
Can it be adapted to involve parents?

Family-Friendly Assessment

Assessing parenting:
- If parenting is a goal, it should be assessed
- Observe and measure parenting behavior directly
- Discuss with parent what kinds of parenting they value
- Incorporate parent’s values into discussions of assessment results

Tools for Developmental Parenting

- What tools facilitate Developmental Parenting?
  - Assessment of parenting (PICCOLO)
  - Interactive curriculum (SHELLS)
  - Home visit observation tool (HOVRS)

What is PICCOLO?

Parenting Interactions with Children
Checklist of Observations Linked to Outcomes

PICCOLO is observational measure of positive parenting interactions with very young children that is:
- Easy to use
- Practical
- Reliable
- Valid

What does PICCOLO measure?

Developmental parenting behaviors from the research literature in 4 domains:
- Affection
- Responsiveness
- Encouragement
- Teaching

How was PICCOLO developed?

- Collected new data from 4,500+ clips of 2,000+ families
- Used data & video archive mostly from national Early Head Start Research & Evaluation Project
- Selected best 29 items from 100+ items

Each domain has a list of 7-8 behaviors with details for observation.

For example:

<table>
<thead>
<tr>
<th>Parent...</th>
<th>Observation Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. speaks in a warm tone of voice</td>
<td>Parent’s voice is positive in tone and may show enthusiasm or tenderness. A parent who talks little but speaks warmly should be coded highly.</td>
</tr>
<tr>
<td>2. smiles at child</td>
<td>Parent directs smiles toward child, although parent and child do not necessarily need to be looking at each other when smile occurs. Includes small smiles.</td>
</tr>
</tbody>
</table>

Each item is scored as 0, 1, or 2

<table>
<thead>
<tr>
<th>None</th>
<th>Some</th>
<th>Lots</th>
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</thead>
<tbody>
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<td>0</td>
<td>1</td>
<td>2</td>
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Scoring

0 – “None” - Absent; didn’t see, not observed at all
1 – “Some” - Barely there; sometimes but not often
2 – “Lots” - Consistently there; seen often

How to use PICCOLO with parents:

1. Look for highest PICCOLO scores
2. Ask what daily activities involve those behaviors
3. Plan with parent to do that activity on a visit
4. During activity, ask about related parenting behaviors

**SHELLS**

Example of family-friendly curriculum

**Storytelling for the Home Enrichment of Language and Literacy Skills (SHELLS):**

- engage parent & child in conversation
- write text of conversation
- illustrate text with photographs
- make a book to read & re-read

The **Home Visit Rating Scales (HOVRS)**

- observational measure of home visits
- multiple quality indicators
- ratings predict positive parent & child outcomes

What does HOVRS measure?

HOVRS has 7 scales:

**Visitor Strategies Quality:**
- Relationship With Family
- Responsiveness to Family
- Facilitation of Parent-Child Interaction
- Non-Intrusiveness

**Effectiveness Quality** (involving and engaging family)
- Parent-Child Interaction during home visit
- Parent Engagement during home visit
- Child Engagement during home visit

What does HOVRS look like?

<table>
<thead>
<tr>
<th>Visitor Strategies Quality</th>
<th>Home visit</th>
<th>Home visit</th>
<th>Home visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Inadequate indicator]</td>
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- Observable indicators provided at anchor points (format similar to Early Childhood Environment Rating Scales, Harms & Clifford, 1980).

HOVRS Subscales

**Facilitation of Parent-Child Interaction:**

1. **Inadequate:** Interacts with either parent or child, but not both. Intrudes on ongoing parent-child interactions.

7. **Excellent:** Facilitates parent-child interactions that are rich and easy. Uses materials already in the home to promote parent-child interaction.

**Parent-Child Interaction:**

1. **Inadequate:** Interaction is minimal or nonresponsive. Interaction is disrupted by a crisis or child’s temper tantrum.

7. **Excellent:** Consistently are responsive to each other during the home visit. Obviously enjoy each other’s company and the time they spend together.

To learn more about Developmental Parenting
