

Family-Centred Contexts of Child Physical and Psychological Well-Being

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Focus of the Presentation

- Everyday family and community activities are the contexts for a child learning culturally meaningful behavior
- Active child participation in everyday activities are a necessary condition for positively influencing child physical and psychological well-being
- Parents and other caregivers are primary sources of child learning and development
- How professionals support parents and other caregivers matters a great deal if everyday child learning is to have optimal positive effects

Child Participation in Everyday Activity and Child Health and Well-Being

Participation plays a central role in different models of child health and well-being:

- International Classification of Functioning, Disability and Health (***participation and activity***)
- Ottawa Charter for Health Promotion^a (***participation is essential to sustain health promotion action***)
- Jakarta Declaration on Leading Health Promotion in the 21st Century^b (***participation is essential to sustain health***)

^a First International Conference on Health Promotion, Ottawa, Canada, November, 1986.

^b Fourth International Conference on Health Promotion, Jakarta, Indonesia, July, 1997.

Examples of Participation Studies

- Enabling children's participation and child health promotion (de Winter et al., *Child: Care, Health and Development*, 1999, 25, 15-25)
- Patterns of participation in recreation and leisure activities among children with complex physical disabilities (Law et al., *Developmental Medicine and Child Neurology*, 2006, 48, 337-342)
- Young children's participation in everyday family and community activities (Dunst et al., *Psychological Reports*, 2002, 91, 875-897)

Preschool Children's Emerging Participation in Leisure and Recreation Activities^a

Carl J. Dunst Deborah W. Hamby D. Snyder

Participants: 1509 parents and other primary caregivers of young children birth to 6 years of age in 46 United States and Puerto Rico.

Method: Participants completed a survey that included 15 recreation and 15 leisure activities to assess degree of child participation in the activities.

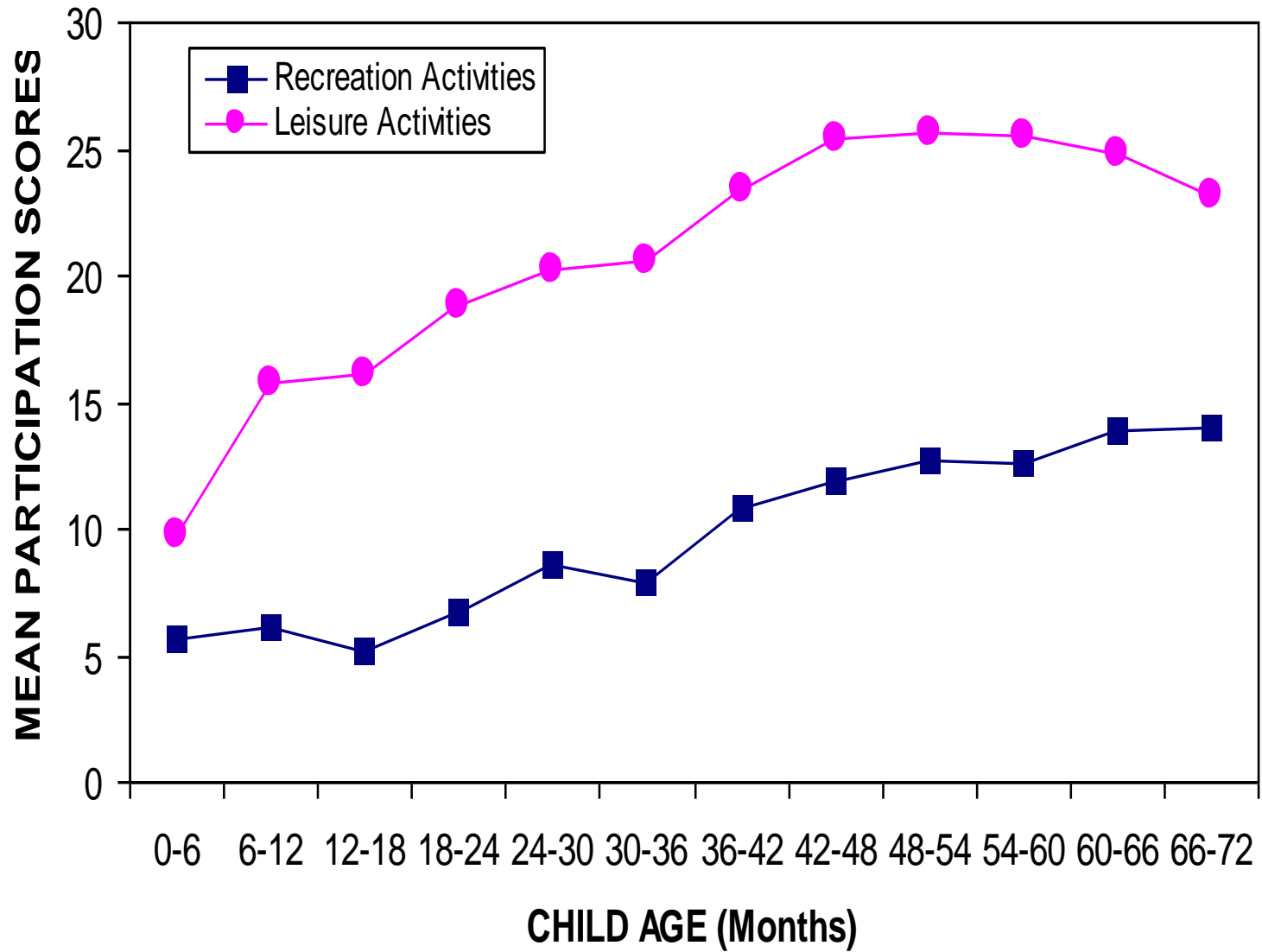
Participation Measure: Degree of child participation in the activities where involvement was judged as settings in which children were actively involved in the activities.

^a *World Leisure Journal*, 2009, 51, 219-228.

Categorization of the Leisure and Recreation Activities

Leisure Activities	Recreation Activities
<i>Entertainment</i>	<i>Seasonal Sports</i>
Listening to Storytellers	Swimming
Library/Bookmobile	Ice Skating
Music Activities/Concerts	Fishing
<i>Animal Habitats</i>	<i>Nature Activities</i>
Animal Farm/Petting Zoo	Nature Trail Walks
Zoo/Animal Reserve	Hiking
Pet Store/Animal Shelter	Horseback Riding
<i>Play Activities</i>	<i>Outdoor Activities</i>
Indoor/Outdoor Playground	Boating/Canoeing
Community Centers	Rafting/Tubing
Arcade Games/Centers	Camping
<i>Community Events</i>	<i>Sports</i>
Parades	Baseball/Basketball
Children's Festivals/Fairs	Soccer/Football
Community Fairs/Celebrations	Karate/Martial Arts
<i>Attractions</i>	<i>Organizations</i>
Museum/Science Center	Gymnastics/Movement Classes
Parks/Nature Center or Reserve	Scouting (Club/Brownies)
Community Garden	Children's Clubs (4H, Indian Guides)

Total Child Recreation and Leisure Activity Scores



Influences of Participation in Activity on Human and Nonhuman Behaviour

- Contingency learning study of profoundly delayed children
- Personal responsibility study of elderly nursing home residents
- Movement study of neonatal felines

Early Contingency Learning and Child Concomitant Social-Emotional Behaviour^a

M. Raab, C.J. Dunst, L. Wilson & C. Parkey

- Contingency learning games for promoting children's acquisition of instrumental behaviour
- Multiple-baseline design across participants study
- Measured increases in the children's use of behaviour to produce interesting consequences or reinforcing events
- Mapped social-emotional responding onto patterns of learning as indices of mastery and well-being

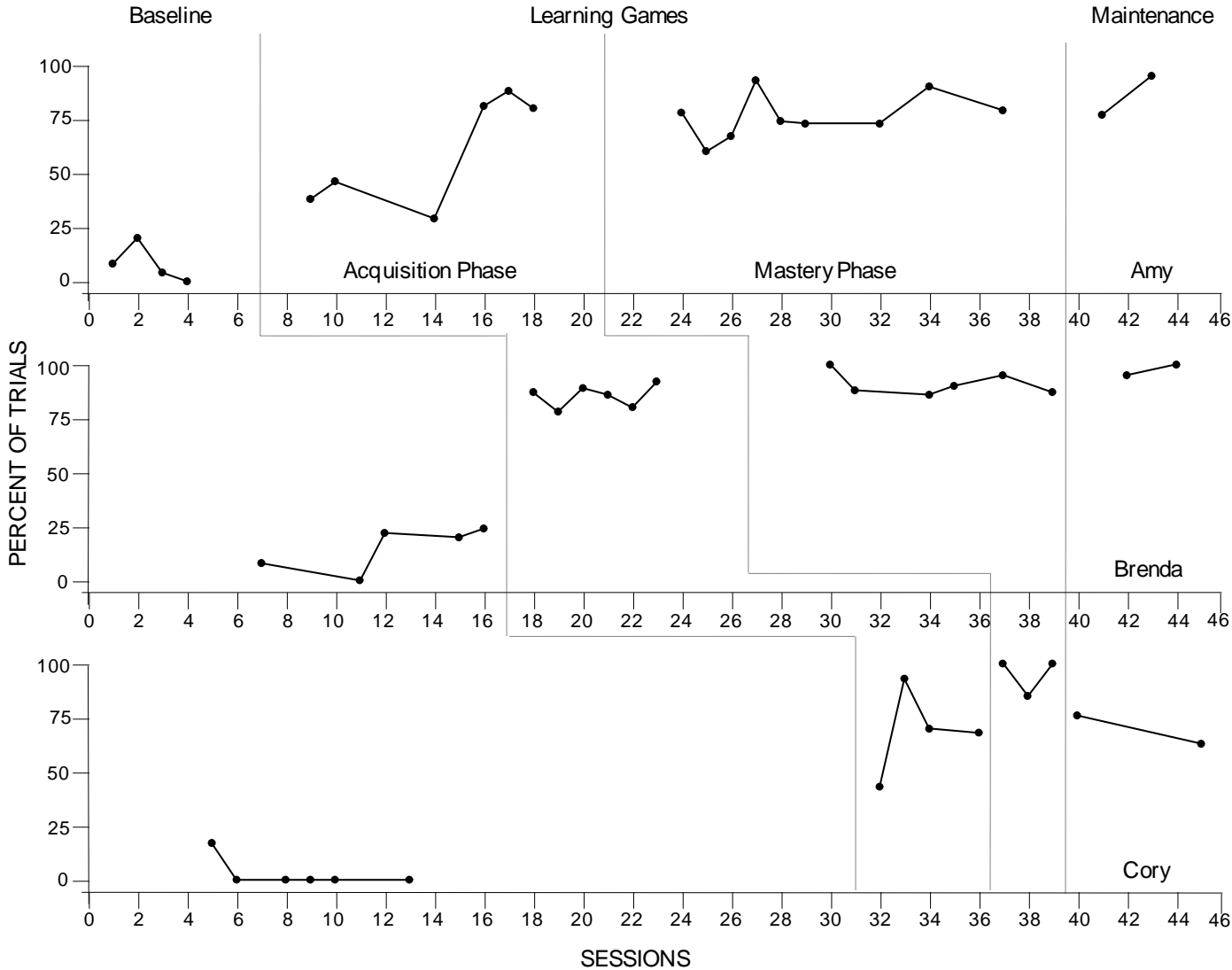
^a*International Journal of Early Childhood Special Education*, 2009, 1, 1-15.

Characteristics of the Study Participants

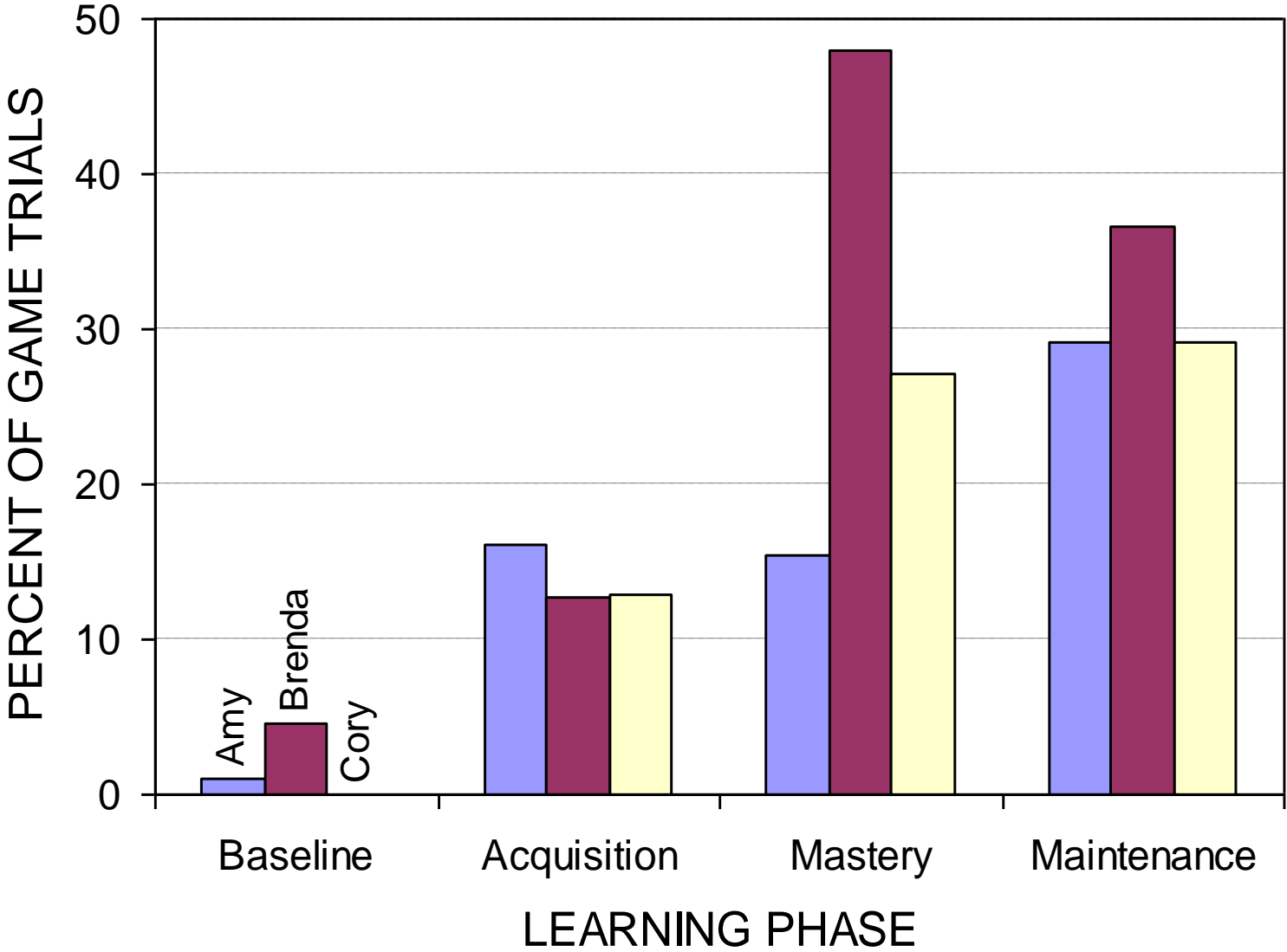
Child	Chronological Age (Months)	Developmental Age (Months)	Griffiths GQ	Diagnosis ^a		
				CP	VI	Seizures
“Amy”	34	5	16	✓	✓	
“Brenda”	48	4	9	✓	✓	
“Cory”	52	3	6	✓		✓

^a CP = Cerebral palsy, VI = Visual impairment.

Effects of the Learning Games on Child Active Engagement in Producing Environmental Consequences



Child Social-Emotional Behaviour Associated with Game Participation



Effects of Choice and Enhanced Responsibility for the Aged^a

E. Langer & J. Rodin

- Responsibility-induced vs. dependency-induced interventions
- Random assignment of nursing home residents living on different floors to the two contrasting conditions
- Short and long-term outcomes of health and functioning
 - Psychological well-being, perceived control, alertness, sociability, activity level, overall improvement in functioning
 - Nurses and physicians ratings of psychological and physical health, behavioural engagement, mortality

^a *Journal of Personality and Social Psychology*, 1976, 34, 191-198.

Characteristics of the Interventions

The hospital administrator gave a talk to residents in the experimental group emphasizing their responsibility for themselves, whereas the communication to a second, comparison group stressed the staff's responsibility for them as patients. To bolster the communication, residents in the experimental group were offered plants to care for, whereas residents in the comparison group were given plants that were watered by the staff. (Rodin & Langer, 1977, p. 897)

Rodin, J. & Langer, F. (1977). Long-term effects of a control-relevant intervention with the institutionalized aged. *Journal of Personality and Social Psychology*, 35, 897-902.

Study Outcomes

Dependent Measures	Findings Favored:	
	Responsibility-Induced Group	Dependency-Induced Group
<i>Short-Term Outcomes</i>		
Perceived control		ns
Well-being	✓	
Activity level	✓	
Alertness	✓	
Sociability	✓	
Overall improvement	✓	
<i>Long-Term Outcomes</i>		
Well-being		ns
Engagement	✓	
Sociability	✓	
Self-initiating behaviour	✓	
Mortality		✓

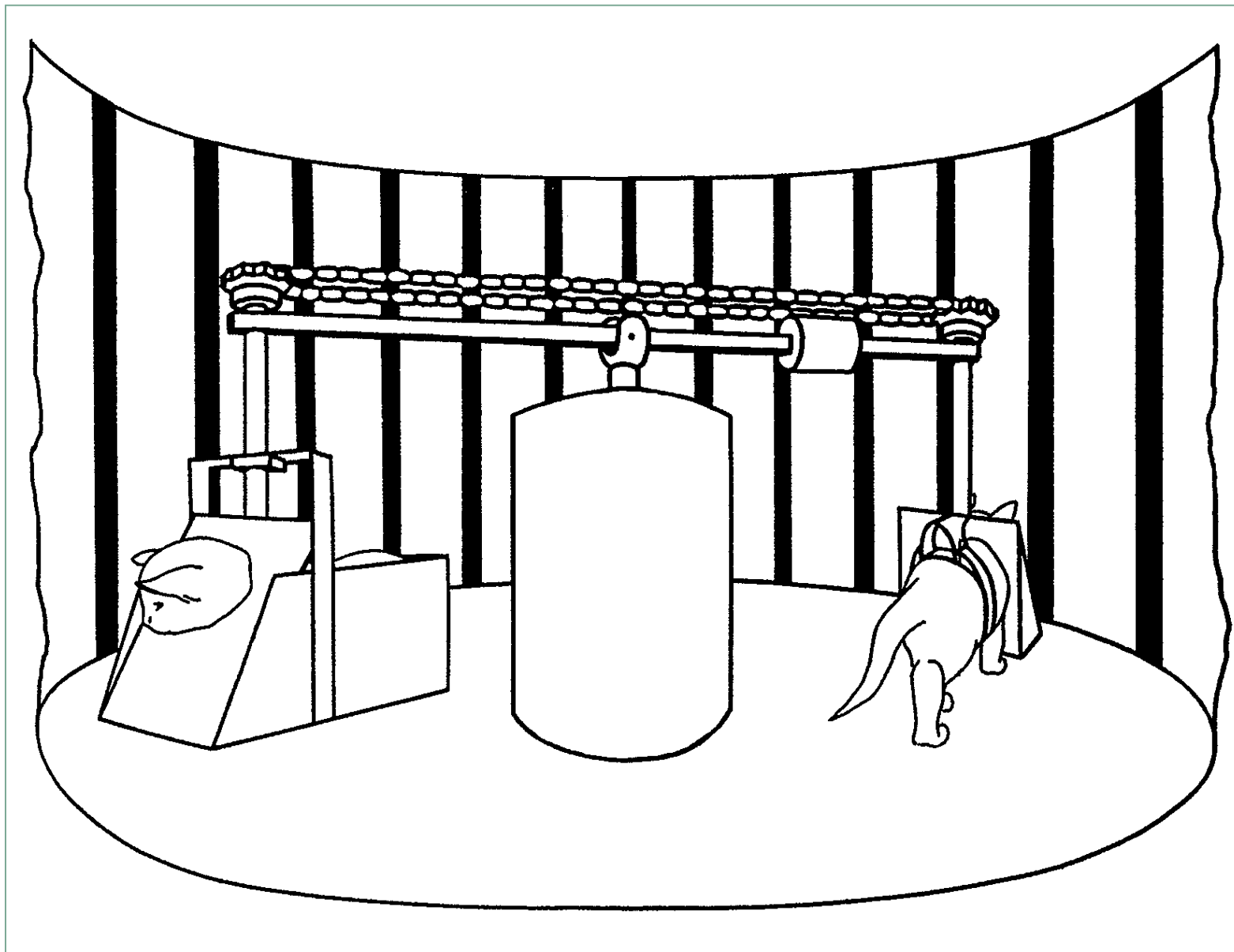
Movement-Produced Stimulation in the Development of Visually-Guided Behaviour^a

R. Held & A. Hein

- Active production vs. passive recipient of movement-induced stimulation
- Random assignment of kitten litter mates to contrasting conditions
- Outcomes include coordinated paw placements and visual discrimination

^a *Journal of Comparative and Physiological Psychology*, 1963, 56, 872-876.

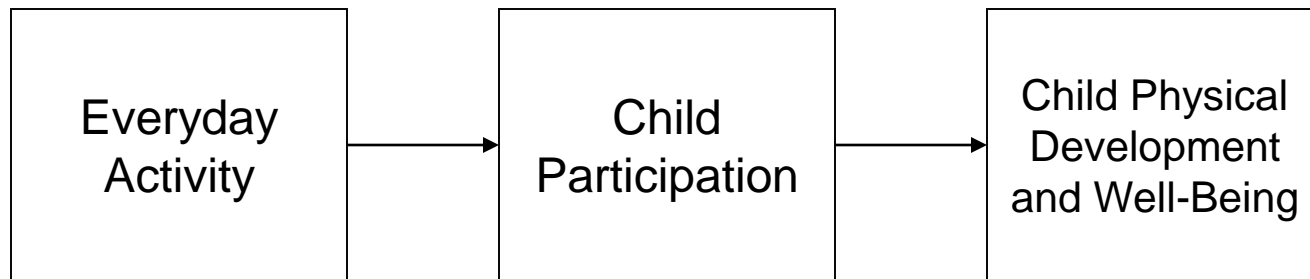
Experimental Apparatus



Study Results

- The active participant kittens all demonstrated visually-guided paw placement after exposure to the apparatus whereas none of the passive participant kittens demonstrated the same behaviour
- The active participant kittens all demonstrated the ability to visually discriminate shallow from deep cliffs whereas none of the passive participant kittens demonstrated the same ability

Everyday Activity as Sources of Participatory Child Learning Opportunities



Sources of Everyday Child Activity

- Family Life
- Community Life
- Preschool and Childcare Programmes

Major Categories of Everyday Child Learning Opportunities

Family Activities (Example)

Family Routines (Cooking)

Parenting Routines (Child's bedtime)

Child Routines (Dressing/undressing)

Literacy Activities (Reading child stories)

Play Activities (Lap games)

Physical Play (Rough housing)

Entertainment Activities (Dancing/singing)

Family Rituals (Saying grace at meals)

Family Celebrations (Holiday dinners)

Socialization Activities (Having friends "over")

Gardening Activities (Vegetable garden)

Community Activities (Example)

Family Excursions (Car/bus rides)

Family Outings (Visiting friends/neighbors)

Play Activities (Playgrounds)

Community Activities (Library/book mobile)

Outdoor Activities (Nature trail walks)

Recreation Activities (Swimming)

Children's Attractions (Petting zoos/animal farms)

Art/Entertainment Activities (Concerts/theater)

Church/Religious Activities (Sunday school)

Organizations and Groups (Children's clubs)

Sports Activities (T-Ball)

Some Examples of Everyday Participation in Family and Community Activities























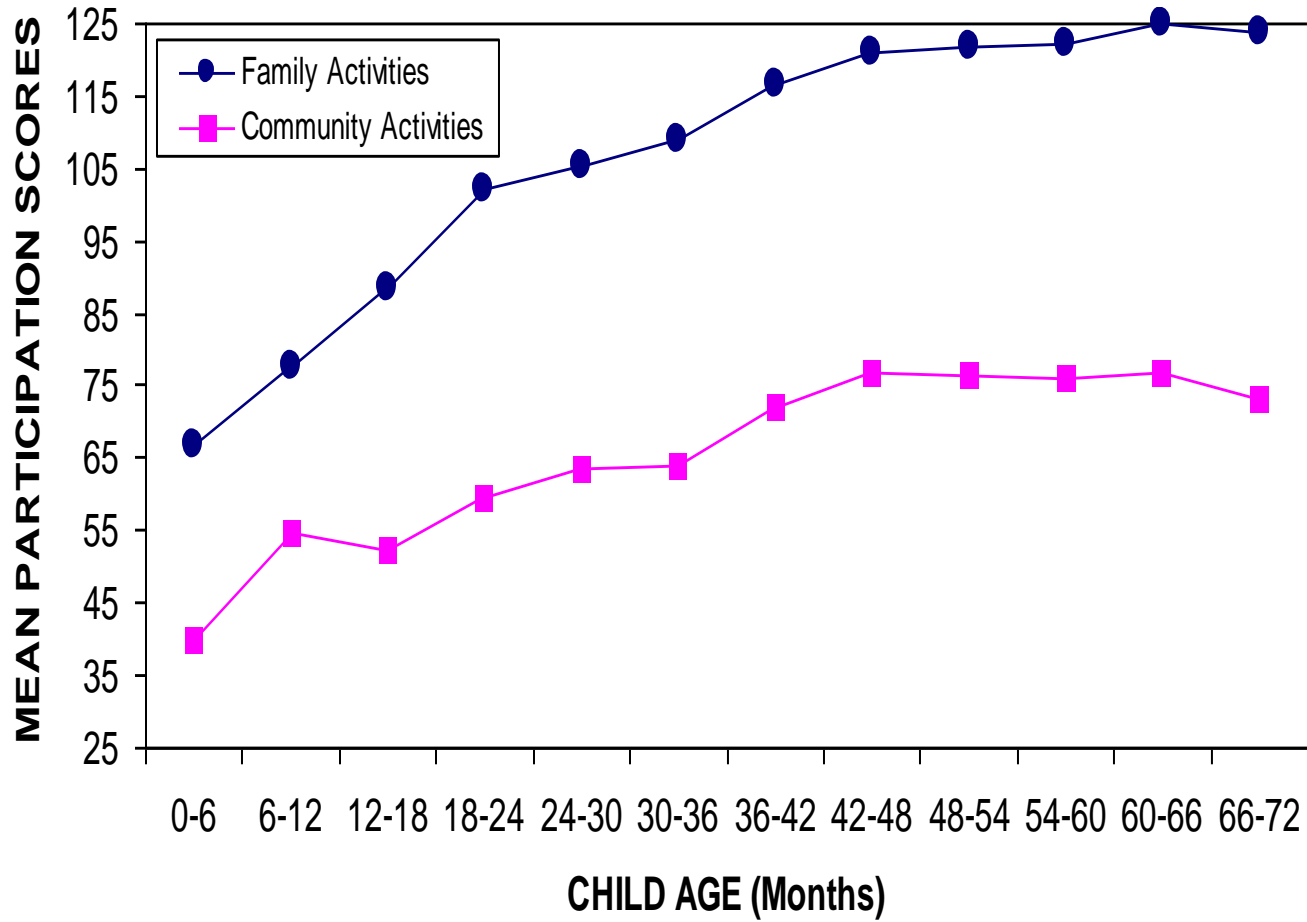


Survey of Everyday Family and Community Life^a

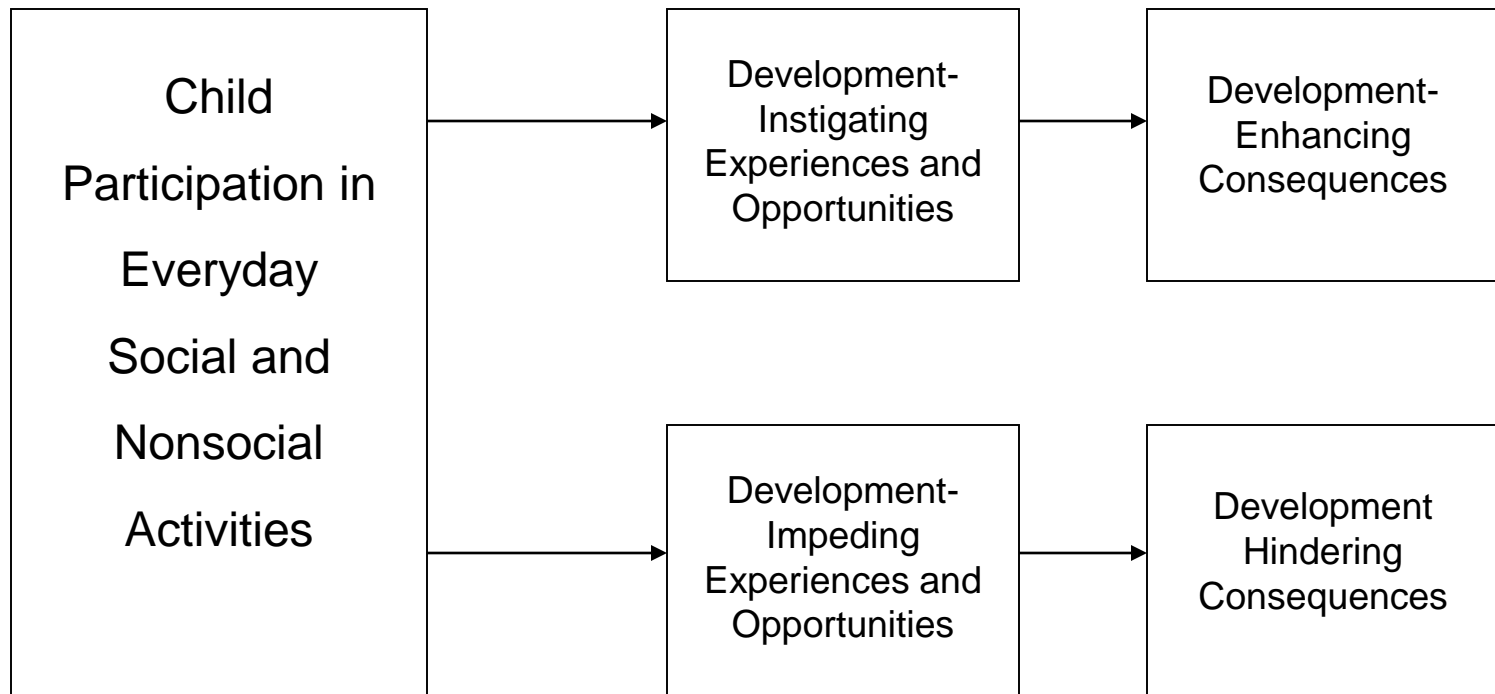
- *Purpose*: Determine the age-related changes in child participation in everyday family and community activities.
- *Participants*: 3283 parents and other caregivers in 48 United States, Puerto Rico, and Yap (Micronesia).
- *Survey*: Participants completed a survey including either 50 family activities or 50 community activities that were identified from an extensive review of the literature.
- *Method of Analysis*: Determined the average scores for the children in 12 6-month age ranges between birth and 72 months of age.

^a C. J. Dunst et al. (2000). Everyday family and community life and children's naturally occurring learning opportunities. *Journal of Early Intervention*, 23, 151-164.

Child Participation in Everyday Family and Community Activities



Everyday Child Learning Opportunities and the Possible Characteristics and Consequences of Two Different Types of Activities



Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Six theories of child development*. London: Jessica Kingsley Publishers

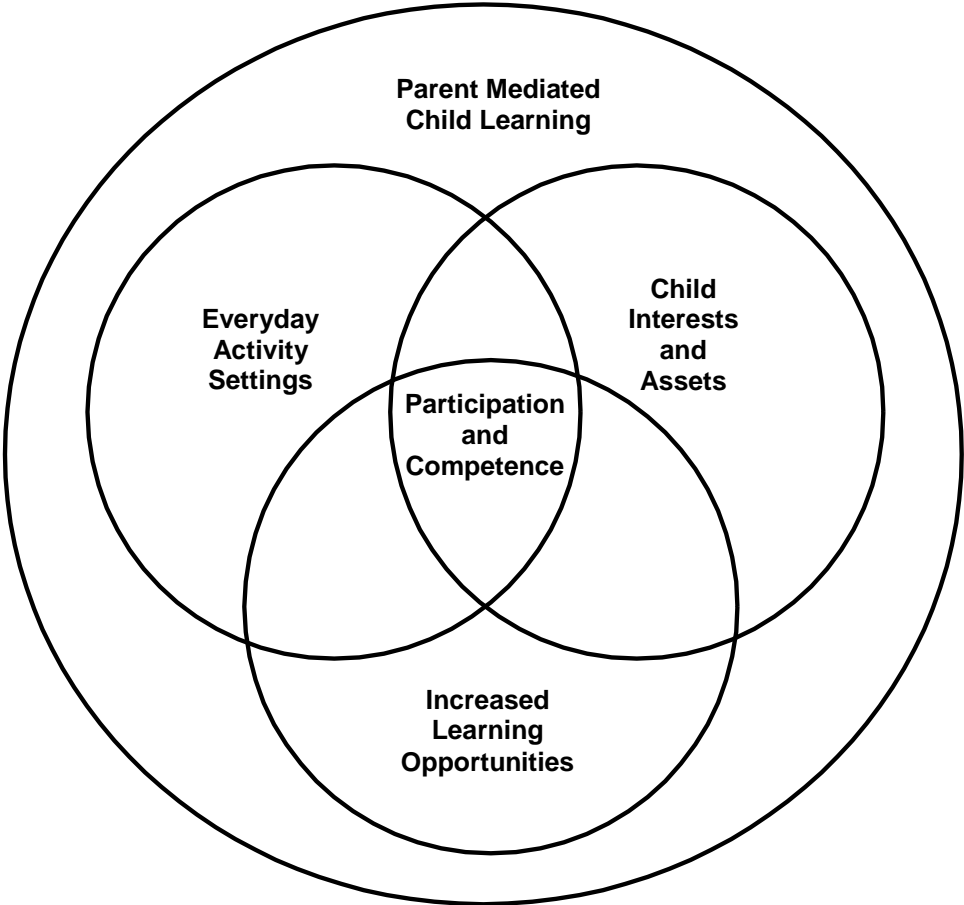
Everyday Child Participation in Family and Community Activities and Child and Parent Benefits

Research that my colleagues and I have conducted over the past 20 years as well as research by others has found that child participation in development-enhancing everyday activities is associated with a host of positive child, parent-child, and parent benefits, including improved child behavior functioning, child development, child activity level, and child social-emotional affect (well-being).

Early Childhood Intervention as Participation in Everyday Family and Community Activity

Research on the consequences of participation in development-enhancing everyday activities has resulted in an approach to early childhood intervention that uses parent-mediated everyday child experiences and opportunities as the contexts of functional and culturally meaningful child learning.

Parent Mediated Practices Model for Providing Young Children's Interest-Based Everyday Learning Opportunities



Rationale for the Parent-Mediated Model

- Differences in the number of learning opportunities afforded a child using different approaches to early childhood intervention
- Research findings showing positive influences on parent and child behavior

Number of Learning Opportunities

- Studies of everyday family and community life finds that a two year old child, on average, finds himself or herself in about 25 different home locations and 15 different community locations every week. These 40 locations (e.g., a kitchen) in turn engage children, on average, in about 150 different kinds of activities (cabinets, dinner table, playing with water, pots and pans, etc.). Those activities in turn provide children, on average, anywhere from 450 to more than 600 learning opportunities
- In contrast, twice-a-week hourly intervention in the absence of parent involvement accounts for only about 3% to 4% of a two year olds waking hours

Research Findings for Contrasting Approaches to Using Everyday Activities as Sources of Child Learning Opportunities

- Everyday activities as early childhood intervention
- Implementing early childhood intervention in everyday activities

Influences of Contrasting Natural Learning Environment Experiences on Child, Parent and Family Well-Being^a

Carl J. Dunst Carol M. Trivette Deborah W. Hamby Mary B. Bruder

Purpose: Determine the effects of two different types of everyday learning activity interventions

Participants: 482 parents and children where everyday activities were used as early intervention and 319 parents and children where early intervention was implemented in everyday activities

Method: Compared the effects of low vs. high levels of intervention in both groups on the study outcomes

^a *Journal of Developmental and Physical Disabilities*, 2006, 18, 235-250.

Influences of the Two Approaches to Early Intervention on Child and Parent Well-Being

	Everyday Activity As Early Intervention		Early Intervention in Everyday Activities		Group X Degree of Intervention Interaction F-Test
	Slope ^a	t-test	Slope ^a	t-test	
<i>Family Activities</i>					
Child Well-Being	.36	8.46***	.13	2.22*	10.91***
Parent Well-Being	.32	7.39***	-.07	1.28	30.41***
<i>Community Activities</i>					
Child Well-Being	.29	6.69**	.04	0.65	13.37***
Parent Well-Being	.35	8.21***	-.19	3.40	61.34***

^a Standardized beta coefficient.

* $p < .01$ ** $p < .001$. *** $p < .0001$.

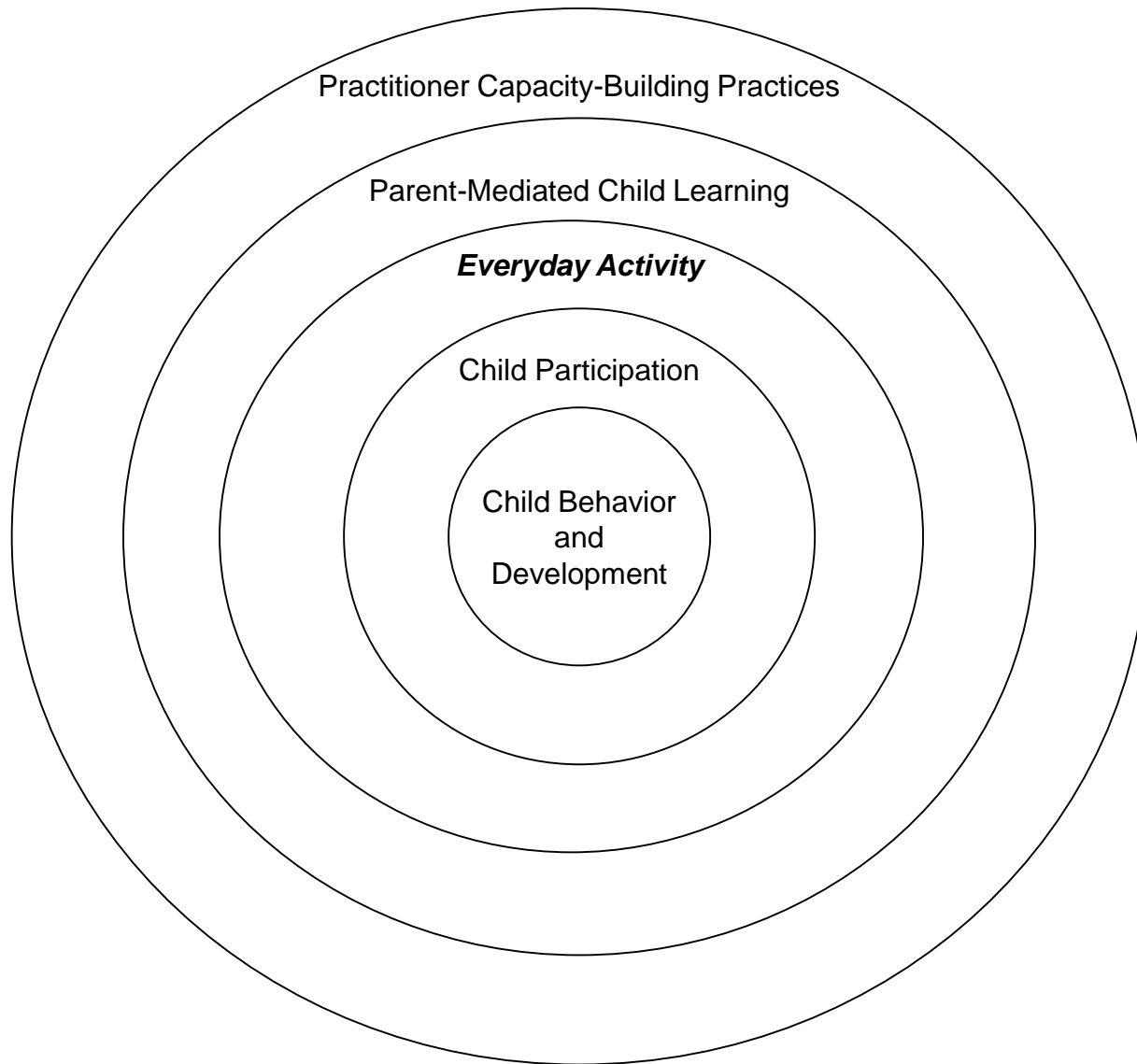
Roles of Parents and Professionals in Parent-Mediated Everyday Child Learning

- Parents engage their children in a wide range of frequently occurring everyday activity and encourage and support child learning and development in those activities
- Professionals support and strengthen parents' confidence and competence to provide their children everyday development-enhancing learning opportunities using capacity-building family-centred helpgiving practices

Guiding Principles for Everyday Child Learning Practices

1. The everyday experiences and opportunities afforded young children should strengthen child-initiated participation in activities that have development-enhancing characteristics and consequences
2. Parent-mediated everyday child learning should strengthen parents' confidence and competence with regard to providing their children development-enhancing learning opportunities
3. Practitioners should use capacity-building family-centred practices to support and strengthen both parent, parent-child, and child competence and confidence as part of parent provision of everyday child learning opportunities

Relationships Among the Key Features of Parent-Mediated Child Learning



What are Capacity-Building Family-Centred Practices?

Capacity-building family-centred practices are **how** professionals interact with and treat families, and **how** they support existing family member capabilities and promote the development of new competencies.

Definition of Family-Centred Practices

Family-centred helpgiving are practices that treat families with dignity and respect; provide family members with information needed to make informed decisions and choices; involve active family involvement in obtaining resources and supports; and involve practitioner responsiveness and flexibility to family requests and desires

Relationship Between Family-Centred Practices and Capacity-Building Helpgiving Practices

Family-centred practices are a special case of capacity-building helpgiving practices where the emphasis is on both strengthening and promoting family member confidence and competence, including parents' provision of development-enhancing child learning opportunities.

Two Types of Helpgiving Practices

Our research has consistently found that there are two clearly discernable subsets of practices that “fall into” distinct subcategories of helpgiving:

- Relational Helpgiving Practices
- Participatory Helpgiving Practices

Relational Helpgiving Practices

Relational practices include behaviours typically associated with effective helpgiving (active listening, compassion, empathy, etc.) and positive practitioner attributions about help receiver capabilities. These kinds of practices are often described in terms of behaviour that strengthen programme participant and practitioner interpersonal relationships (mutual trust, collaboration, etc.). Relational practices also include help giver beliefs about existing family member strengths and their capacity to become more competent.

Participatory Helpgiving Practices

Participatory practices include behaviours that involve help receiver choice and decision making, and which meaningfully involve participants in actively procuring or obtaining desired resources or supports or achieving desired life goals. These kinds of practices strengthen existing competencies, build capacity, and provide opportunities for learning new capabilities. Participatory practices also include help giver responsiveness to a family's situation and changing life circumstances, and help giver flexibility to these situations and circumstances.

Influences of Family-Centred Practices on Child Parent Psychological Well-Being

Meta-Analytic Structural Equation Modeling of the Influences of Family-Centred Care on Parent and Child Psychological Health^a

Carl J. Dunst

Carol M. Trivette

Studies: 15 investigations of family-centred care that included measures of family-centred practices, self-efficacy beliefs, parent psychological health, and child psychological health

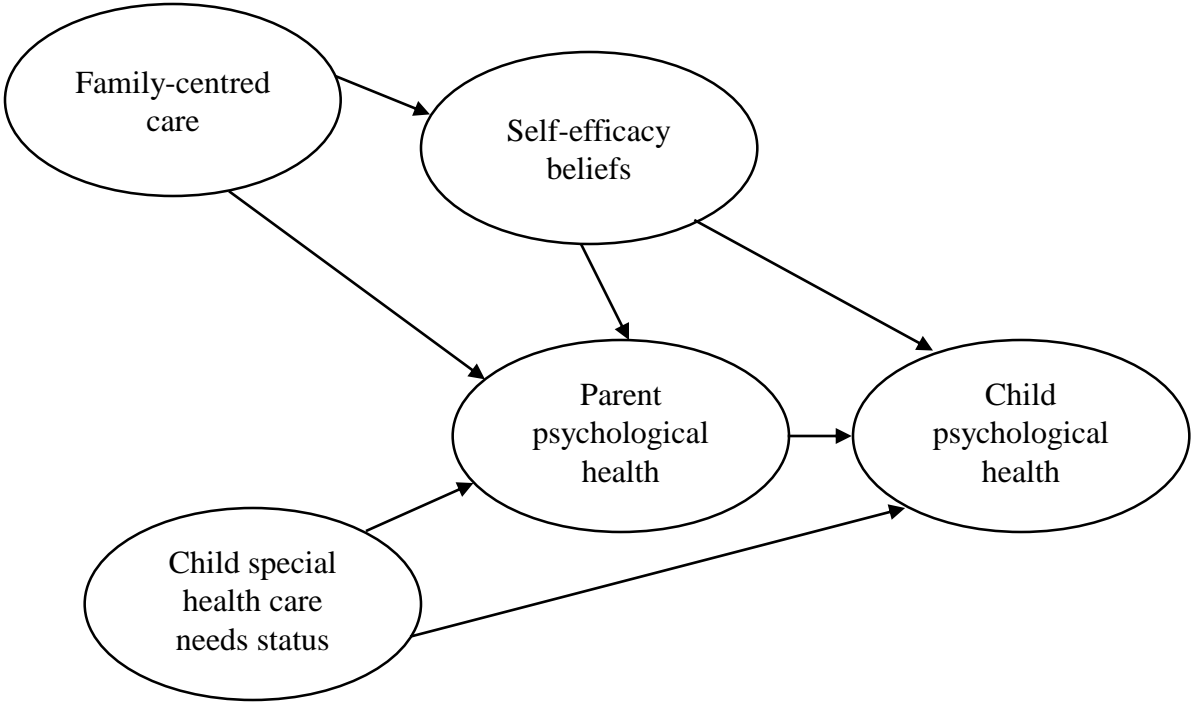
Sample: N= 2948 parents and other caregivers of young children

Family-Center Care Measures: Help-Giving Practices Scale, Family-Centred Practices Scale, and Enabling Practices Scale

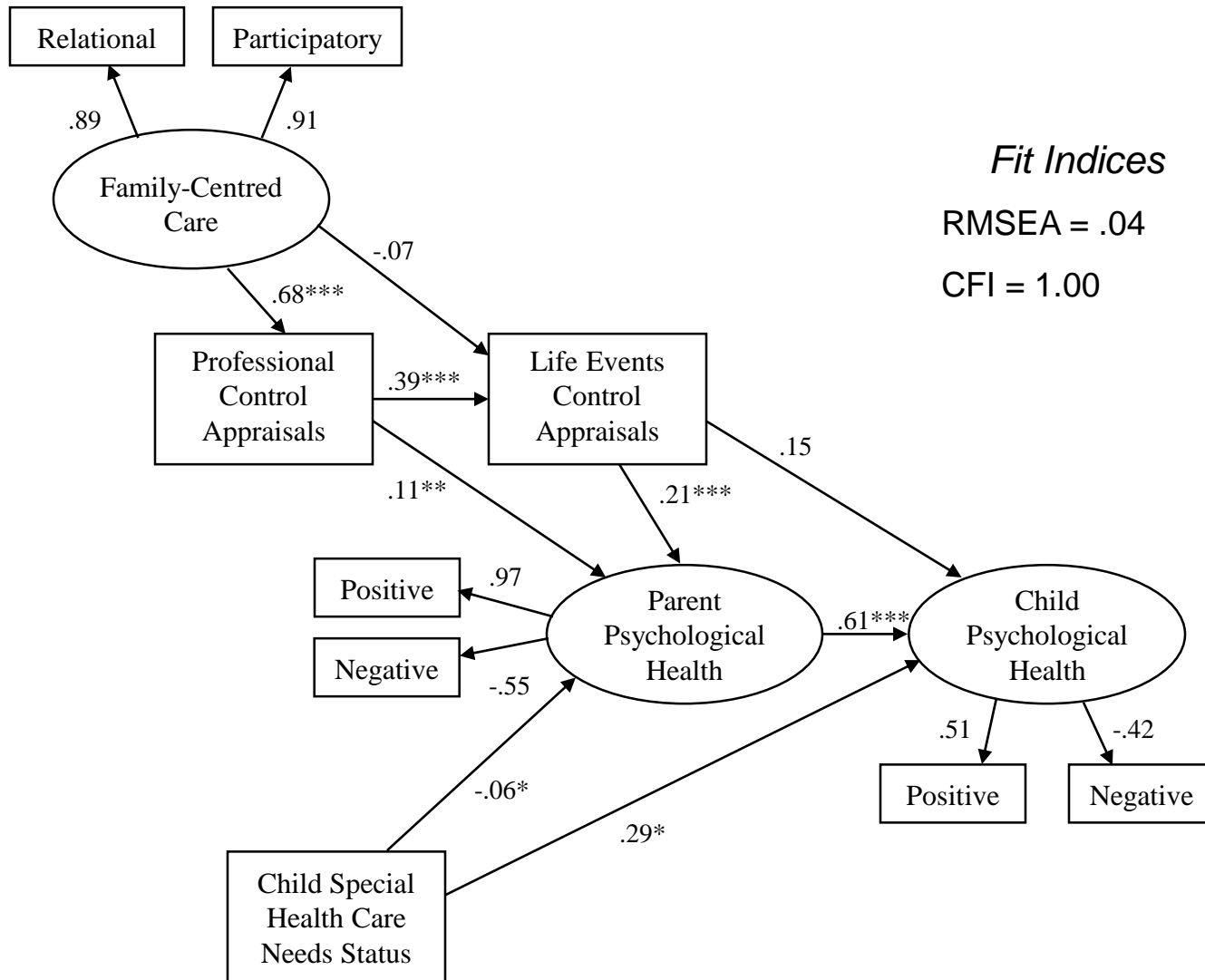
Hypothesis: Based on contentions in the family-centred care literature, family-centred practices were expected to directly affect parent psychological health and parent health in turn affect child psychological health. Based on our own research, the relationships between family-centred care and parent and child health were expected to be mediated by self-efficacy beliefs.

^a *International Journal of Pediatrics*, 2009, Article ID 576840

Structural Equation Model for Evaluating the Effects of Family-Centred Care, Self-Efficacy Beliefs, and Child Special Health Care Needs on Parent and Child Psychological Health



Meta-Analytic Structural Equation Modeling Results



. * $p < .01$, ** $p < .001$, *** $p < .0001$.

Conclusions

- Everyday activity and child participation in those activities are important contexts for child learning and development, and health and well-being
- Parents and caregivers play important roles in promoting child participation in everyday activities
- Professionals play important roles in supporting parent-mediated child learning that strengthen parenting confidence and competence in carrying-out parenting roles