

Family Capacity-Building Practices: I. Foundations and Conceptual Model

Carl J. Dunst, Ph.D.

Orelena Hawks Puckett Institute
Asheville and Morganton, North Carolina, USA
www.puckett.org

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Purposes of the Workshop

- Propose an operational definition of family capacity-building early childhood intervention practices
- Describe four elements of family capacity-building and illustrate how they are related
- Present findings from a study that promoted and enhanced parents' capacity to provide their children interest-based everyday learning opportunities

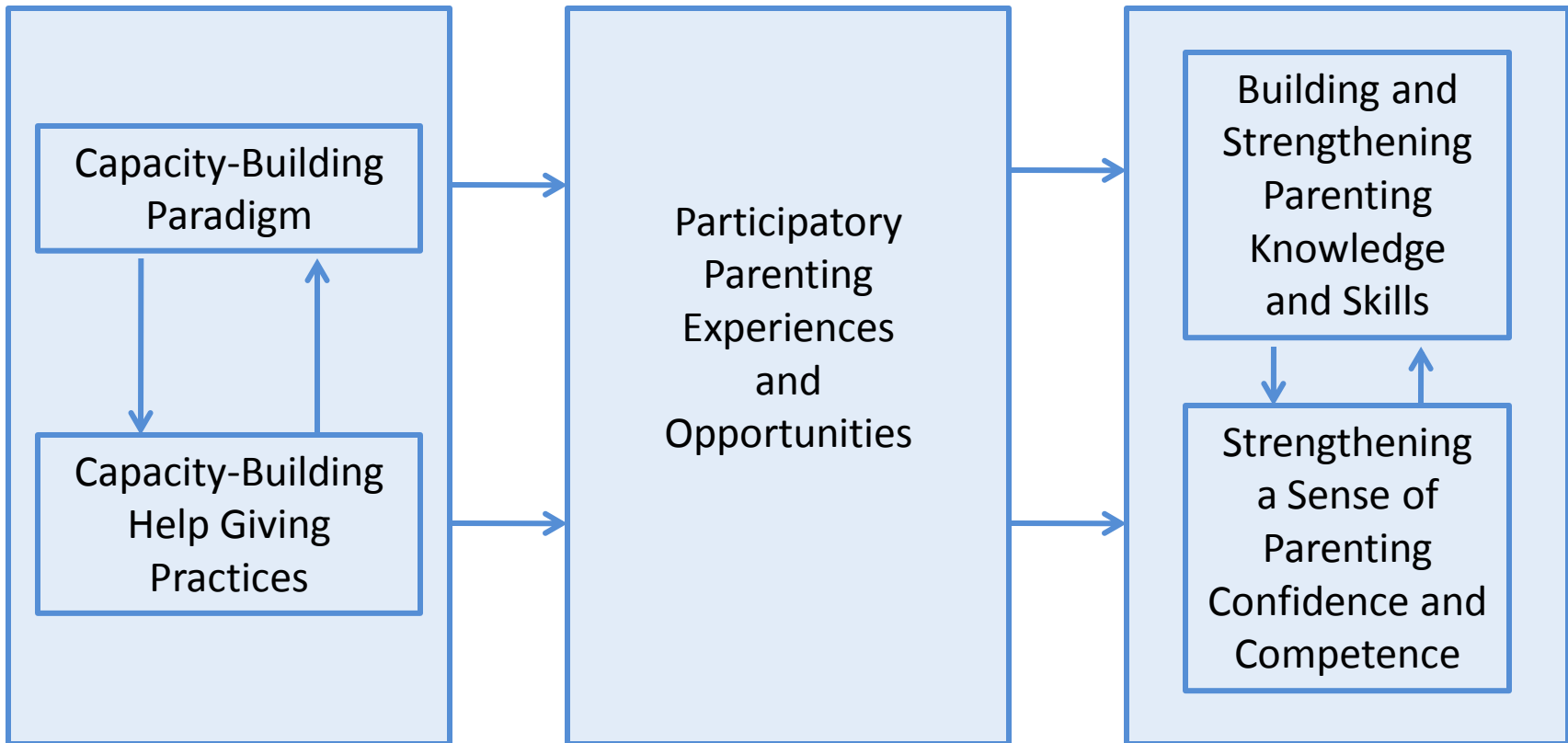
A Proposed Definition of Family Capacity-Building

Family capacity-building refers to the methods and procedures used by early childhood practitioners to create parenting opportunities and experiences to strengthen existing parenting abilities and promote the development of new parenting abilities in a manner that enhances and strengthens parenting self-efficacy beliefs

Four Elements of Capacity-Building

- Capacity-building as a model or paradigm for conceptualizing how early childhood intervention practitioners work with families
- Capacity-building as a set of help giver practices that engage parents in participatory experiences and opportunities that build and strengthen parent and family capacity
- Capacity-building as parenting knowledge and skills for carrying out parenting responsibilities and promoting child learning
- Capacity-building as a sense of parenting competence and confidence

Relationships Among the Four Elements of the Capacity-Building Model



Contrasting Approaches to Early Childhood Intervention

Capacity-Building Models		Traditional Models
Promotion	vs.	Treatment
Empowerment	vs.	Expertise
Strengths-Based	vs.	Deficit-Based
Resource-Based	vs.	Service-Based
Family-Centred	vs.	Professionally-Centred

Dunst, C. J., & Trivette, C. M. (2009). Capacity-building family systems intervention practices. *Journal of Family Social Work*, 12(2), 119-143

Parenting Capacity-Building Paradigm

Models	Main Focus
Promotion	Enhance and promote parenting knowledge and skills
Empowerment	Create opportunities that support and strengthen a sense of parenting confidence and competence
Strengths-Based	Build on existing parenting capabilities as the basis for promoting and strengthening new parenting skills
Resource-Based	Use a broad range of resources and supports for enhancing parenting capabilities
Family-Centred	Engage parents in participatory experiences and opportunities to strengthen and promote parenting knowledge, skills, and self-efficacy beliefs

Capacity-Building Parenting Opportunities

Parenting experiences and opportunities that actively involve parents in ***everyday, real-life, parenting activities*** are more likely to have capacity-building characteristics and consequences. These include, but are not limited to, a parent providing his or her child everyday learning opportunities to promote child development and the use of naturalistic teaching procedures to encourage and support child learning while engaged in everyday activities.

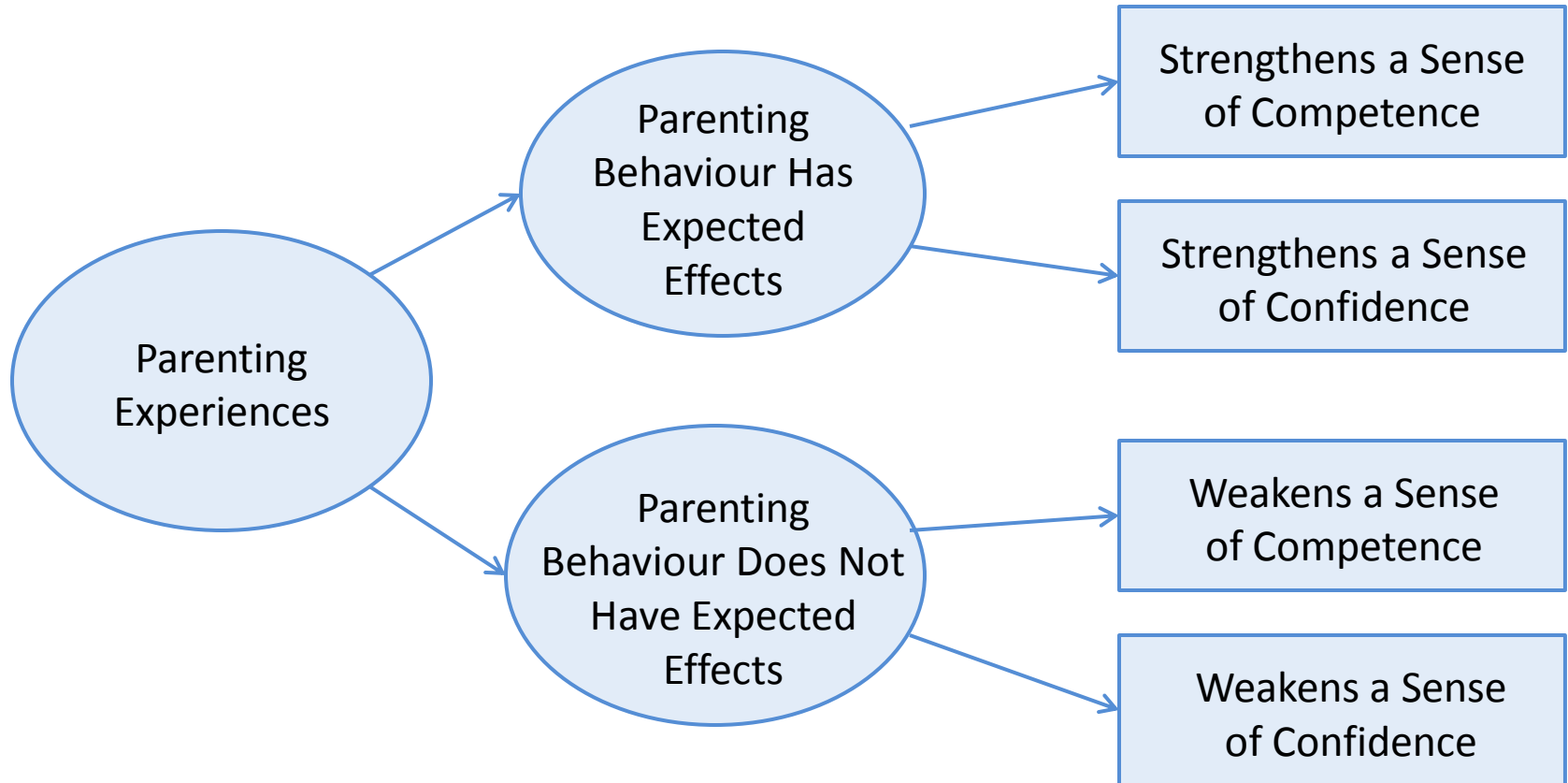
Building and Strengthening Parenting Confidence and Competence

The experiences afforded parents to strengthen and build parenting capacity must also influence or change a parents' sense of confidence and competence if the parent is to **sustain engagement** in parenting behaviour.

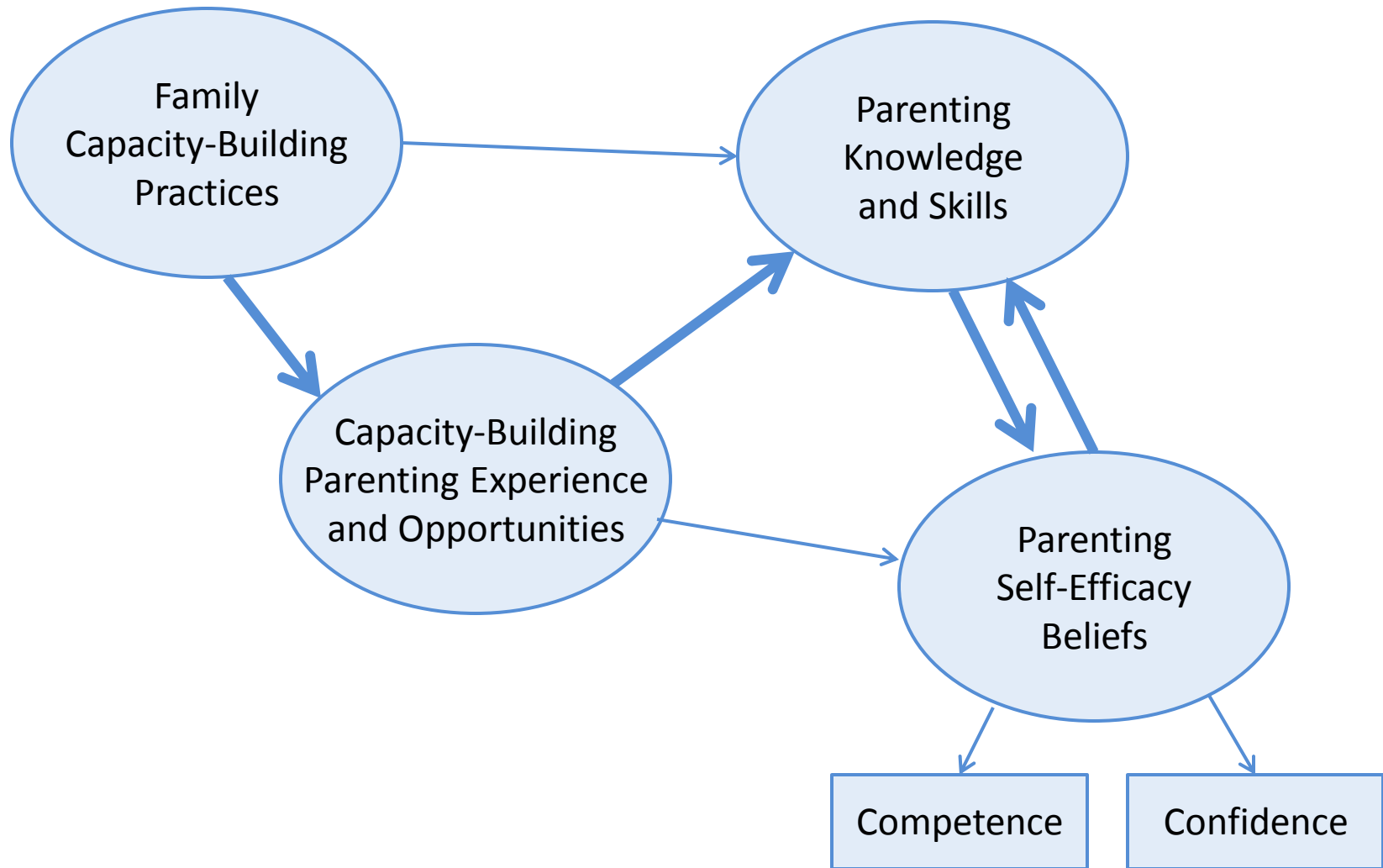
- A **sense of competence** refers to the (self-efficacy) belief that one's behaviour will have the expected effect or outcome
- A **sense of confidence** refers to the (self-efficacy) belief that one has the capacity to perform a parenting task competently

Goldberg, S. (1977). Social competence in infancy: A model of parent-child interaction. *Merrill-Palmer Quarterly*, 23(3), 163 – 177.

Contrasting Outcomes (Consequences) of Different Parenting Experiences



Model for Showing the Relationship Between Capacity-Building Help Giving Practices and Capacity Building Parenting Experiences and Outcomes



Caregiver Confidence and Competence Associated With the Use of Caregiver-Mediated Intervention Practices

Purpose: Determine the extent to which the use of caregiver-mediated everyday child learning was associated with improvements in caregiver skills, competence, and confidence

Study Participants: Three mothers and one grandmother of preschool-aged children with identified disabilities or developmental delays

Outcomes: Measures of parenting behaviour (skills) and parenting self-efficacy beliefs (confidence and competence)

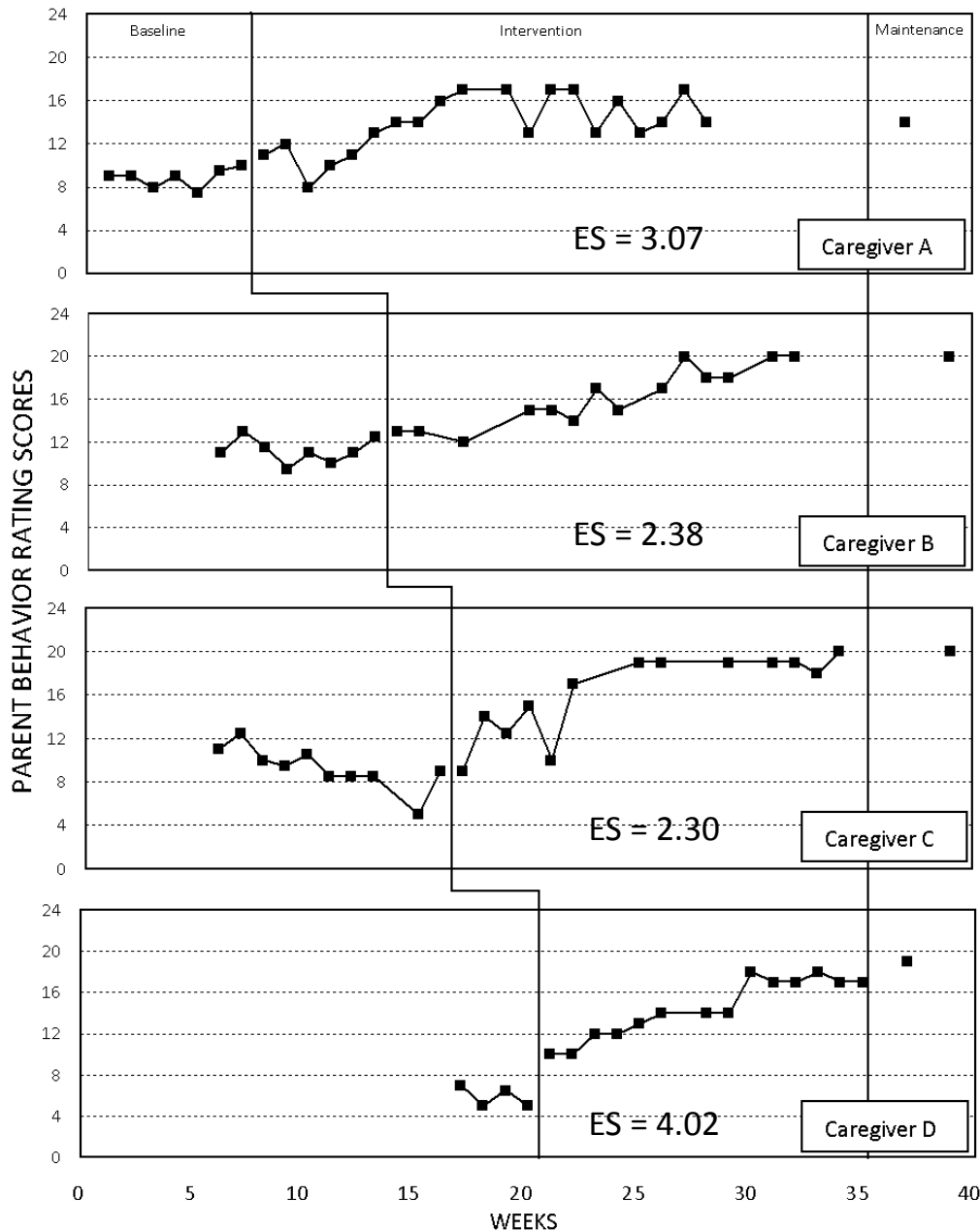
Methodology: Multiple baseline design across study participants

Swanson, J., Raab, M., & Dunst, C.J. (2011). Strengthening family capacity to provide young children everyday natural learning opportunities. *Journal of Early Childhood Research*, 9(1), 66-80.

Caregiver-Mediated Early Intervention Practices

- Study participants used child interest-based everyday activities as sources of child learning opportunities where the participants supported and encouraged child learning in the activities using responsive teaching procedures.
- Participants identified their children's interests, the everyday activities that were sources of interest-based learning opportunities, and the responsive caregiver behaviour that was used to engage and sustain child engagement in interest-based everyday child learning.
- An early childhood practitioner used family capacity-building practices and participatory parenting experiences and opportunities to support and encourage the caregivers' use of interest-based everyday child learning opportunities and responsive teaching practices.

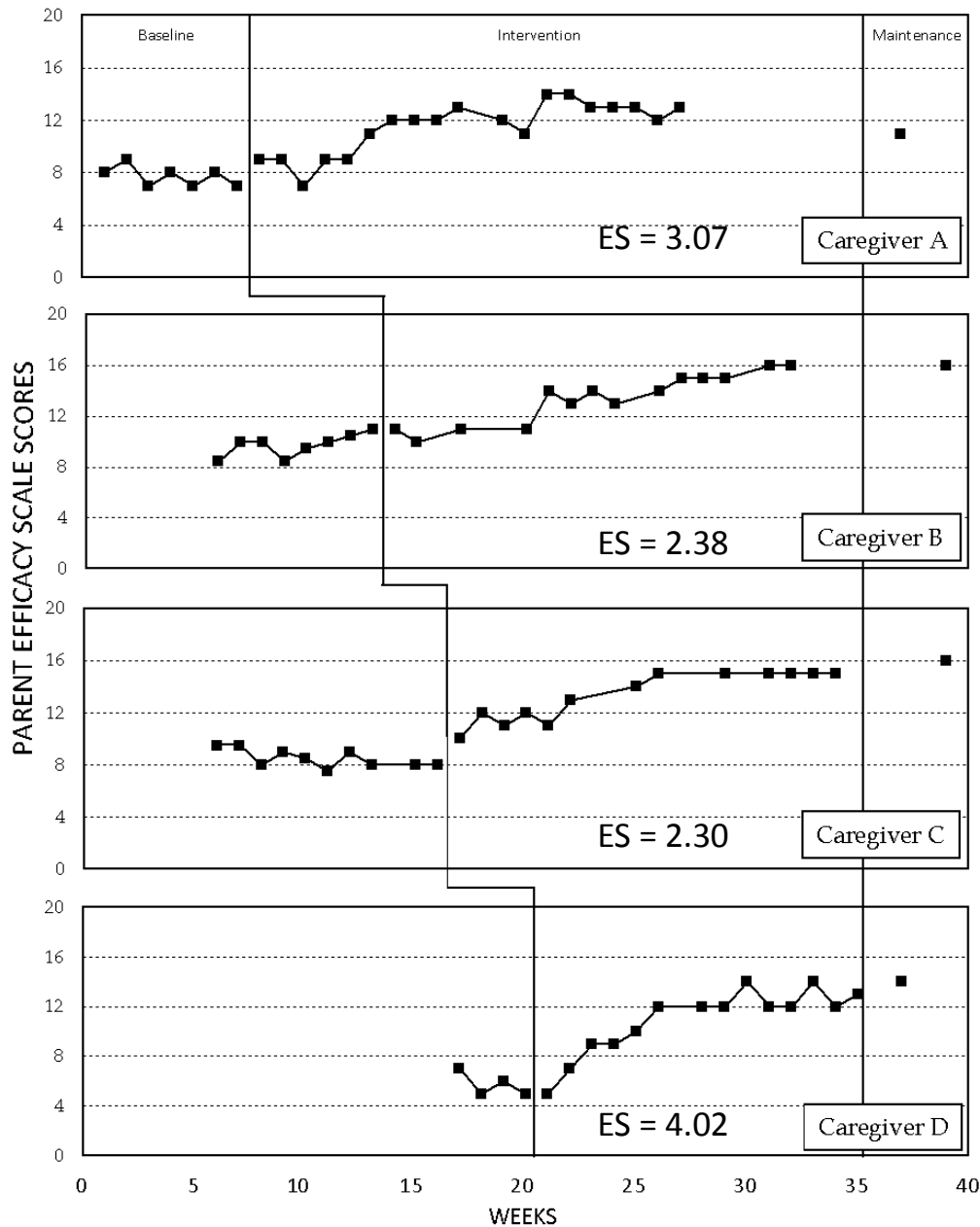
Parenting Skills



Adoption and use of everyday activities as sources of interest-based child learning opportunities strengthened and promoted parents' skills in using the everyday natural learning opportunity practices

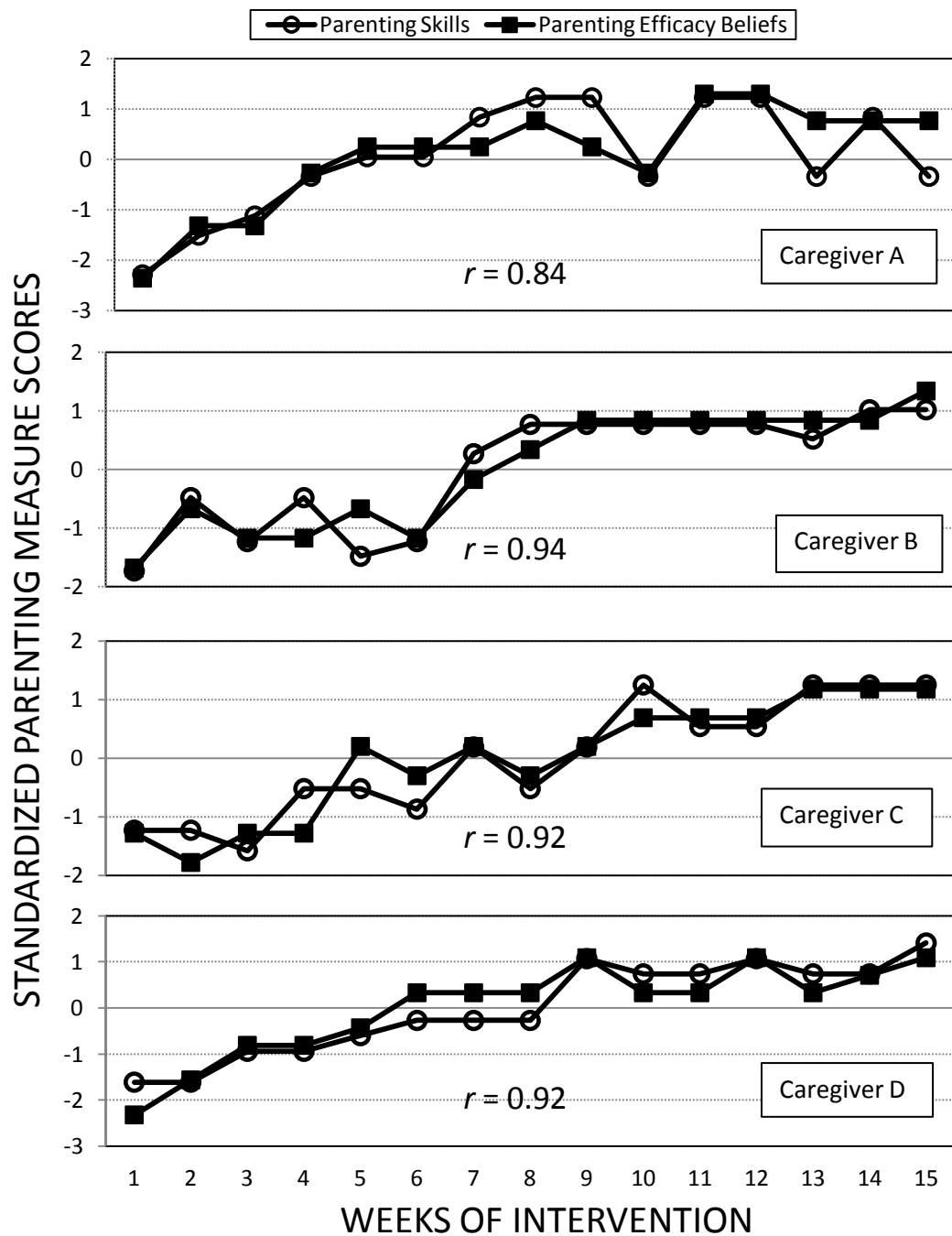
(NOTE. ES = Estimated Cohen's *d* effect size)

Parenting Confidence and Competence



Findings also showed that promoting caregivers' use of everyday activities as sources of interest-based child learning opportunities had the effect of strengthening parenting self-efficacy competence and confidence beliefs

(NOTE. ES = Estimated Cohen's *d* effect size)



Changes in both parenting skills and parenting confidence and competence mapped onto one another in a manner consistent with the family capacity-building model

(NOTE. r = Correlation between the two parenting measures)

Implications for Practice

- The ways in which early childhood practitioners work and interact with parents matter a great deal if those interactions will have capacity-building characteristics and consequences
- Experiences and opportunities that strengthen both parenting knowledge and skills, and promote a positive sense of parenting competence and confidence, are more likely to have family capacity-building consequences
- Findings from the study that specifically focused on the use of family capacity-building practices to promote parents' use of interest-based child learning opportunities yielded results consistent with the family capacity-building model and provided evidence for the effectiveness of family capacity-building practices
- Research and experience have been used to develop, use, and evaluate an evidence-based, but flexible, approach to working with parents to support and strengthen parenting knowledge, skills, and self-efficacy beliefs

**PowerPoint available at:
www.puckett.org**