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#### Module 4 – Lead by University of Minho Working with children and families in natural contexts



#### Disclaimer

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#### Module 4- Lead by University of Minho

#### Working with children and families in natural contexts

4.1 Family/ child Interaction and its impact on development
4.2 The concept and principles of family centered approaches
4.3 Social support networks and their importance for EI
4.4 The importance of play as a vehicle for learning and development in EI
4.5 Routines based Intervention





## Module 4- Lead by University of Minho

escription of lodule:	<ul> <li>This module will provide a short overview of:</li> <li>Impact of family /child interaction on development</li> <li>Capacity building and family centered help giving practices</li> <li>Social support networks in ECI</li> <li>Routines Based Intervention</li> </ul>
1ain Objectives of 1odule	<ul> <li>To understand the ecological perspective of development</li> <li>To understand the philosophical principles underlying the concept of family-centered and empower</li> <li>To recognize the role of families as the control of the process of providing services in Early Intervention.</li> <li>To recognize the value of social support networks in ECI</li> <li>To value learning and development in natural contexts and routines</li> </ul>





## Family/ Child Interaction and its Impact on Development





## Seven key principles of early intervention

Workgroup on Principles and Practices in Natural Environments (2007)

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.

2. All families, with the necessary supports and resources, can enhance their children's learning and development.

3. The primary role of a service provider in early intervention is to work with and **support family members** and caregivers in children's lives.

4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles, and cultural beliefs.





## Seven key principles of early intervention

Workgroup on Principles and Practices in Natural Environments (2007)

5. Individualized Family Service Plan (IFSP) outcomes must be functional and based on children's and families' needs and family-identified priorities.

6. The **family's priorities**, **needs and interests** are addressed most appropriately by a **primary provider** who represents and receives team and community support.

7. Interventions with young children and family members must be based on **explicit principles, validated practices, best available research**, and relevant laws and regulations.





Lets start by watching this video about the Paradigm shift in ECI

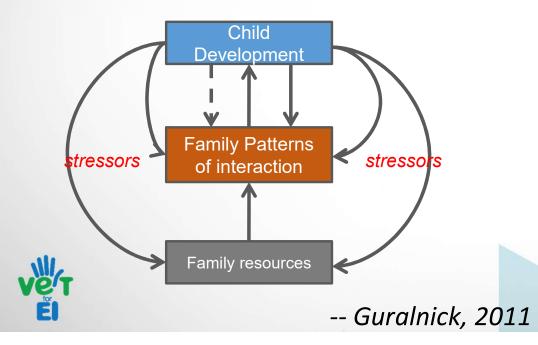
https://www.youtube.com/watch?v=OpxGC6G0HMY&t=47s





## Why Early Intervention is Important?

The 3 levels of the developmental systems approach illustrating their interrelationships and reciprocal influences including the effects of stressors on the system.



According to Developmental System Approach, Child Development is influenced by Family Patterns of Interaction , which in turn are influenced by stressors and family resources to deal with the problems that families encounter to support their child's development daily. Stressors created by children at biological risk or with a disability create increasingly adverse effects (risks) on family patterns of interaction over time and, ultimately, children's development. The central task of EI is to establish or restore family patterns of interaction to as optimal a level as possible.

https://depts.washington.edu/chdd/guralnick/pdf s/Why%20EI\_Works-IYC24\_1\_006-028Guralnick.pdf



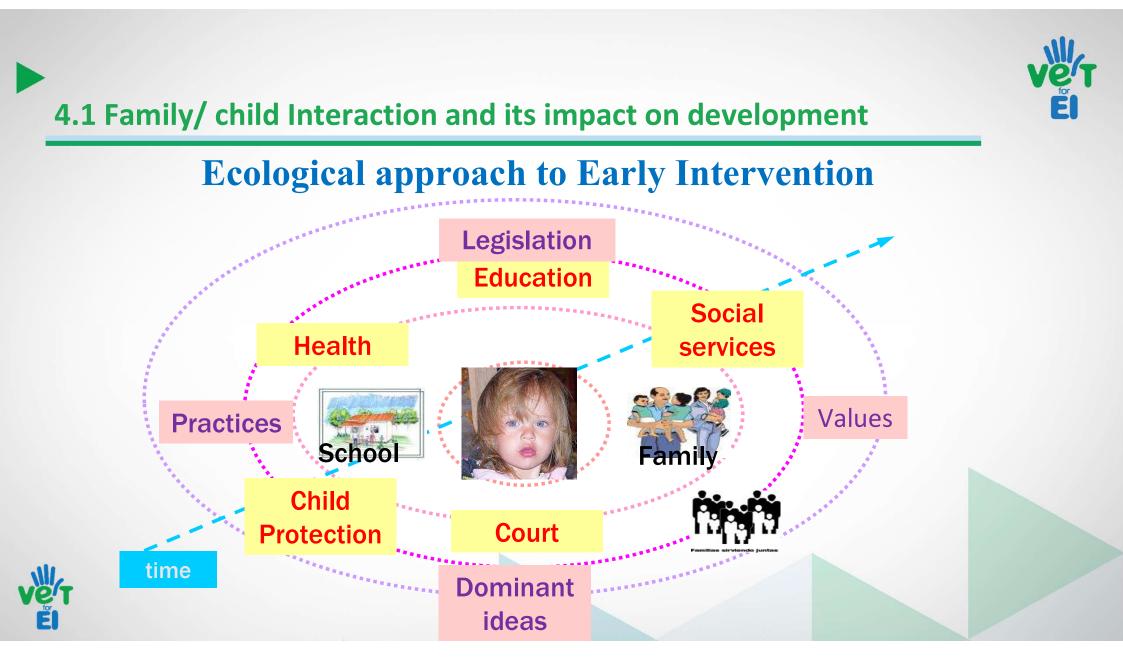
## The efficacy of Early Intervention programms is related to a broader view of child development

Child development is related to a set of different variables within child's ecological systems.

The child's immediate and future outcome is directly and indirectly influenced by the transactive nature (Sameroff & Chandler, 1975; Sameroff, 1983) of overlapping subsystems, e.g., the El program, the family and the community.



From an EI perspective, the specific settings of most relevance to the development of the young child are the intervention setting, the family, and the community in which the family lives. The articulation between and among these levels of influence or sub-systems generates a developmental context for the young child.





## Why are families so important?

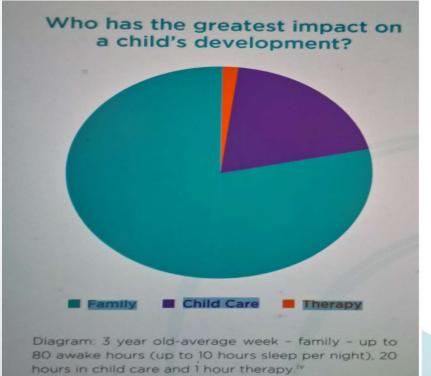




Families are at the heart of Early Intervention



## Why are families so important?



Families are the ones who spent most time with their children .

Children learn in routines that happen naturally within the contexts where she/he spents time.

Children learn through repeated interactions with the environment, over time. Not through condensed repetitions with unfamiliar people or unfamiliar contexts

ECIA,2018





## Why are families so important?

Families know their child best and make the biggest impact on their child's development. The supports, experiences and opportunities provided early in life significantly shape a child's development. It is the role of ECI to share knowledge, information and skills with the family to enable them to further support their child's development.



ECIA, 2018





#### Parents are the key to the development and well-being of their young children!

Parents have a special social-emotional bond or attachment to their children that no one else can replace.

Parents are the most powerful influence in the lives of their young children, even if their time with their children is limited by work or other responsibilities.

Children's learning and development is a continuous process that can occur in any situation in which children are actively engaged.

Parents' unique capability to influence their children's developmental learning comes from the fact that they are the ones most likely to "be there" when their children are ready to learn.



The opportunities parents have to interact with and influence their children's development are far greater than the opportunities that any other professionals or adults could ever have.

-- Mahoney & Wiggers , 2007



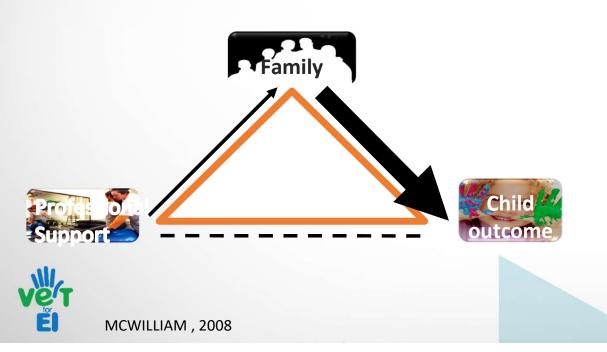
## Parents have a major influence on the development of all children including children with disabilities

Mahoney,G. (2011) The Parenting Model of Developmental Intervention . International Review of Research in Developmental Disabilities





## Who has how much influence on what?



To be effective our work in Early Intervention has to be towards supporting parents and caregivers, building capacities, so that, they support their children's development as they are who spent most time with the child and have more influence on the child development.







Familes have the right to live inclusive and "normal " lives with their children



## The concept and principles of family centered approaches





"Copernicus came along and made a startling reversal – he put the sun in the center of the universe rather than the Earth. His declaration caused profound shock."

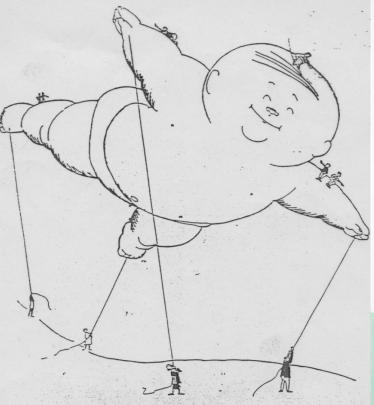
Let's pause to consider what would happen if we had a Copernican Revolution in the field of disability...the family is the center of the universe and the service delivery system is one of the many planets revolving around it. Now visualize the service delivery system at the center and the family in orbit around it. Do you see the difference? Do you recognize the revolutionary change in perspective? This is not a semantic exercise – such a revolution leads us to a new set of assumptions and a new vista of options for service."







Traditional ECI practices were child centered and professionals were focus on specific areas of the child development and seldom exchange information among them, like the balloon baby. And the family was not part of the picture.



gure 1. The Balloon Baby illustrates a child-centered approach. Every expert is focusing on a retern part of the child. No one sceme to see the whole child, or the child was part of a family. The fam of teven in the picture. The philoscoph yhat "we do every thing for the sake of the child" is an instrumt, in ort a family-centered, approach. (From National Center for Family-Centered Care. [1990]. "ducad [adapted] with pemilssion of the Association for the Care of Children's Health, 7910 Woodr venue, Suith 300, Bethesda, MD 20814.)."



## vert El

## 4.2 The concept and principles of family centered approaches

Like in the associative play of children, professionals were concern with their own area of expertise, they did not exchange information about their part and the family played usually a passive role being an observer without much interference in the process.



dren's Health, 7910 Woodmont Avenue, Suite 300, Bethesda, MD 20814.)

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## 4.2 The concept and principles of family centered approaches

Recommended practices of Early Intervention demand that families should be the focus of intervention – family centered - and family professionals partnership in this process, i.e. working and building together.



Figure 3. Tinker Toys Tower. Partnership means working and building together, the essence of familycentered care. (From National Center for Family-Centered Care. (1990). Reproduced [adapted] with permission of the Association for the Care of Children's Health, 7910 Woodmont Avenue, Suite 300, Bethesda, MD 20814.)





Family centered Practices Proactive ,empowerment, partnership (PEP)

... Are based on values:

An emphasis on strenghts not in deficits.

Promoting family choice and control over desired resources.



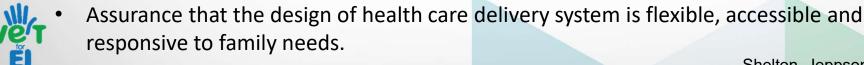
The development of a **collaborative relationship** between parents and professionals.

-- Dunst, Trivette & Deal, 1994



## What are the key elements of family centered practice ?

- Recognition that the family is the constant in the child's life while service systems and personnel within those systems fluctuate;
- Facilitation of parent/professional collaboration at all levels of health care;
- Sharing of unbiased and complete information with parents about their child's care on an ongoing basis in an appropriate and supportive manner;
- Implementation of appropriate policies and programs that are comprehensive and provide emotional and financial support to meet the needs of the families;
- Recognition of family strengths and individuality and respect for different methods of coping;
- Understanding and incorporating the developmental needs of infants, children and adolescents and their families into health care delivery systems;
- Encouragement and facilitation of parent-to-parent support;





## **Family-Centered Practices**

- Are based on listening closely and following the family's lead
- Are based on planning processes where the family plays the primary role
- Address a family's primary concerns
- Focus on everyday family & community life
- Are offered in ways that "fit" the context of the family (e.g., their culture, lifestyle and schedules).



Espe-Sherwindt, 2010



## **Family Centered Practices**

# ... are a set of principles that guide not only what we do in ECI but also how we do it .

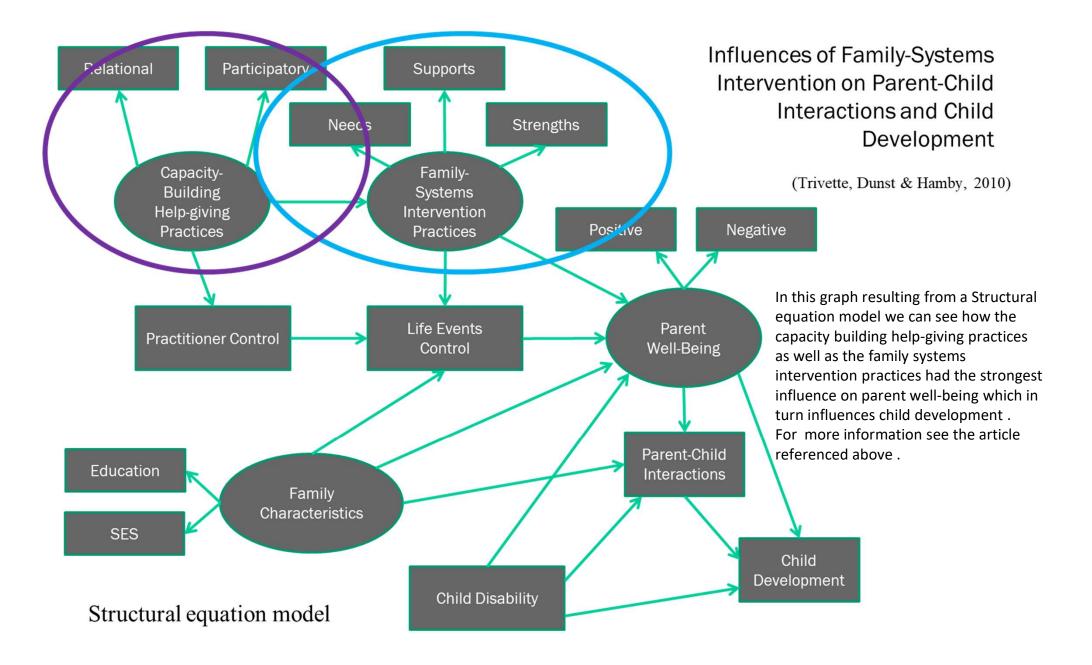
READINGS: http://scielo.isciii.es/pdf/ap/v33n3/psicologia\_desarrollo2.pdf





In the next slide the influences of family systems intervention on parent-child interaction and child development are demonstrated through research done by Dunst and collaborators. There are direct and indirect influences on family and child development.







## **Family centered practices**

A set of **beliefs** and **practices** that define specific ways of working with families which are consumer driven and promote competencies.



Dunst, Trivette & Deal 1994



## Are family centered practices more efficient? YES!

Demonstrated effects on Children, parents and families;

Self- efficacy, parents perception on child behavior, parent behavior, parent well-being, perceptions about utility of the program;

Efficacy with families, and services in different countries;

Parents clear identify differences between programs that use FCP and programs that not use those practices.



Espe-Sherwindt, 2008



## **Relational practices**

active listening, compassion, empathy, respect, being nonjudgmental, provide necessary and unbiased information, as well as professional beliefs about and attitudes toward families, especially those pertaining to parenting capabilities and competence.

## **Participatory Practices**

practices that are individualized, flexible and responsive to family concerns and priorities, and that provide families with opportunities to be actively involved in decisions and choices, family-professional collaboration, and family actions to achieve desired goals and outcomes



Dunst, Boyd, Trivette & Hamby 2002



## **Family-Centered Practices**

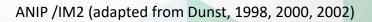
### **3 Components of Effective Helpgiving**



PAIS-EM-REDE

Professional development and competences in ECI encompasses these 3 areas.







## **3 Components of Effective Helpgiving**



- Trainning
- Professional experiencie
- Specialization
- Professional competence
- Knowledge of evidence based

PAIS-EM-REDE

practices



ANIP /IM2 (adapted from Dunst, 1998, 2000, 2002)



## **3 Components of Effective Helpgiving**

Relational Practices

PAIS-EM-REDE

•

- Active Listening
- Empathy
- Authenticity
- Credibility
- Honesty
- Understanding
- Interest
- Sharing information
- Trust on family competence



ANIP /IM2 (adapted from Dunst, 1998, 2000, 2002)



### **3 Components of Effective Helpgiving**

- Colaboration
- Active family involvement
- Decision making by the family
- Discussion of the intervention options
- Responsivity
- Flexibility

PAIS-EM-REDE

0

#### **Participatory Practices**



ANIP /IM2 (adapted from Dunst, 1998, 2000, 2002)



### **KEY CONCEPTS**

• Enabling:

creating opportunities so that individuals or families can aquire competencies which strenghten family functioning.

vert El Dunst, Trivette & Deal, 1988



### **KEY CONCEPTS**

• Empowerment:

means a family's ability to meet needs and achieve aspirations in a way that promotes a clear sense of intra-family mastery and control over important aspects of family function.



Dunst, Trivette & Deal, 1988



### **EMPOWERMENT**

"Empowerment is not giving people power. People already have plenty of power, in the wealth of their knowledge and motivation, to do their jobs magnificently. We define empowerment as letting this power out."

(Ken Blanchard)



Slide from Espe-Sherwindt, 2010

### Family Centered Practices



Support & Resources Family /Community

Components of the Early Intervention Model proposed by Carl, Dunst

(Dunst, 2000)

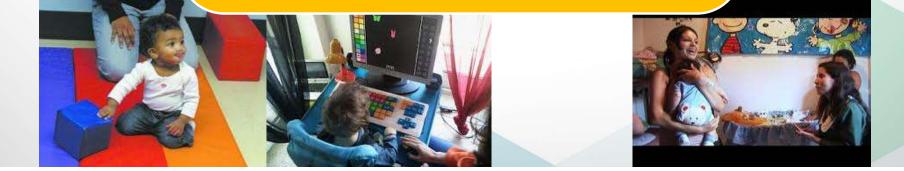






# Parents Support

Parent to parent support, information, material, resources, financial, emotional, etc. Another important dimension of ECI is providing parent's support





# Support & resources Family /Community

Also, how can we make use of the supports (formal & informal) and resources exisiting in the community and make them acessible for solving families needs and expectations.





### **Definition of Early Intervention**

"The everyday experiences and opportunities afforded infants, toddlers, and young children by the children's parents and other primary caregivers in the context of naturally occuring everyday learning activities that are intended to promote children's aquisition and use of behavioral competencies shaping and influencing prosocial interactions with people and materials" (p.62).



Dunst et al. (2010)

### **TRADICIONAL SESSION**







E







#### FAMILY'S PARTICIPATION IN TRADITIONAL SESSIONS ?



The family played usually a passive role being an observer without much interference in the process.





Recomended **Practices in** ECI require interventions that are family centered and happen on the contexts and routines where children are naturally, i.e. home, preschool and others.

### Family Centered Model and in Natural Contexts











### **Changing paradigm**

**Traditional Practices** 



**Recommended practices** 





Your professionalism is not a different route that we found... It is also the route which pacifies and supports through the laughs through our smiles an the tears of love for our children. The route is the same, and when we relate with each others, we have the collaboration that dreams are made of. From the psychologist who talks to us and tries to translate the vision we have for our son, in the way he writes the report, the occupational therapist who makes an adjustment in the wheelchair so that the cat can stay next to our son, the nurse who finds an optimal position to feed the child, but goes against what the books say ... these are the professionals working in this spirit of "collaboration".

Preethi Manuel (1996)

vert El



# Social support networks and their importance for El



### vert El

### 4.3 Social support networks and their importance for EI

### What is Early Intervention?

"Early intervention is the provision of support and resources to families of young children from members of informal and formal social support networks that both directly and indirectly influence child, parent and family functioning."





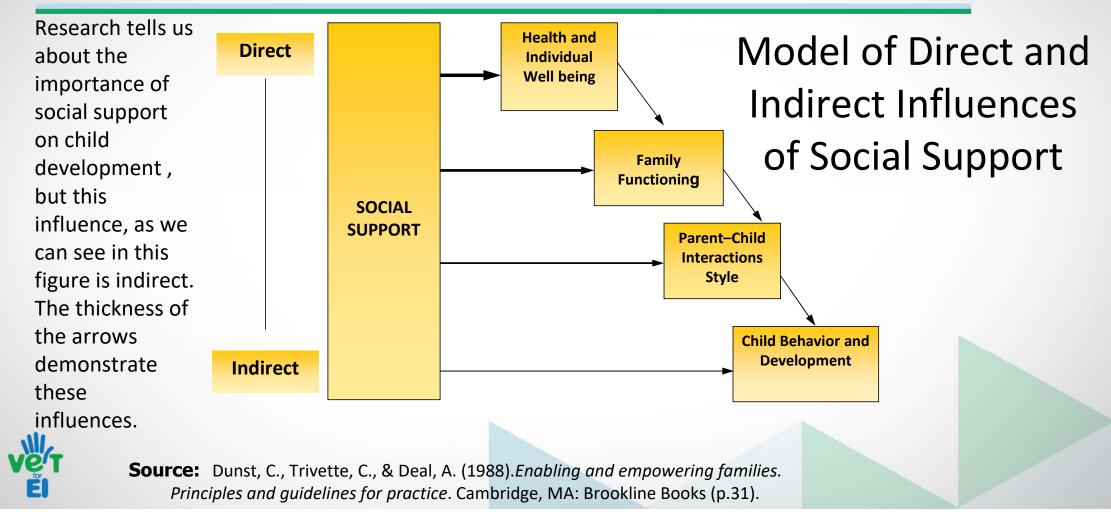


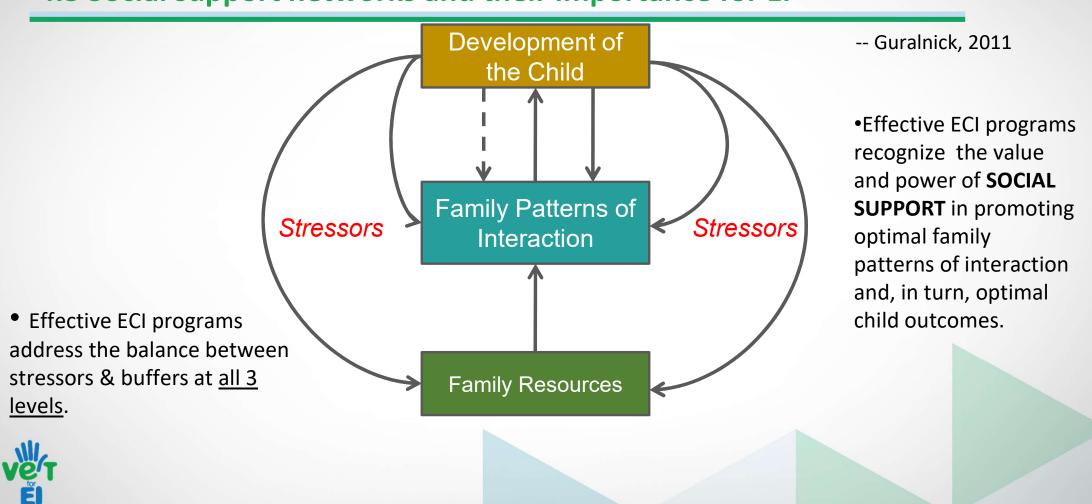


# Why think about social support in early childhood intervention?













# **The Power of Social Support**



### vert El

### 4.3 Social support networks and their importance for EI

### The Research



"But whether parents can perform effectively in their child-rearing roles within the family depends on role demand, stresses, and supports emanating from other settings. As we shall see, parents' evaluations of their own capacity to function, as well as their view of their child, are related to such external factors as flexibility of job schedules, adequacy of child care arrangements, the presence of friends or neighbors who can help out in large and small emergencies, the quality of health, social services, and neighborhood safety.



Bronfenbrenner, 1979, p. 7



### **The Research**

- Informal rather than formal support seems to show the strongest relationship to any number of outcomes
- o Informal support often has competency-enhancing influences
- Informal support is characterized by a closeness and mutual caring that appears to influence the degree of impact
- Social support is most likely to have optimal positive effects for certain people under certain conditions
- o We need to match the type of support to each individual family

Dunst, Trivette & Jodry, 1997





### **The Research**

### Family/social support is related to:

- Positive family functioning
- Family quality of life
- Satisfaction with the parenting role
- Decreased stress

Vert El

Kyzar, Turnbull, Summers & Gómez, 2012



### **The Research**

- A family's social network provides support & resources needed for
  - everyday living
  - carrying out parenting responsibilities
  - supporting child learning & development
- The social network includes a mix of intrafamily, informal, community and formal support members
- Exchanges among the network members provide the context for a broad range of environmental experiences and opportunities that influence child, parent, and family behaviors and development
- These experiences strengthen existing competence and promote new competence
- The social network is always operating: That's where early childhood intervention takes place!



Dunst, 2000



### Research

- Parents' social support networks are valuable resources that provide
  - Emotional support (affirmation, empathy, nonjudgmental acceptance)
  - Informational support
  - Instrumental support
  - Spiritual support (hope and encouragement)

vert El

Center for the Study of Social Policy, 2013



# How can we assess family support ?



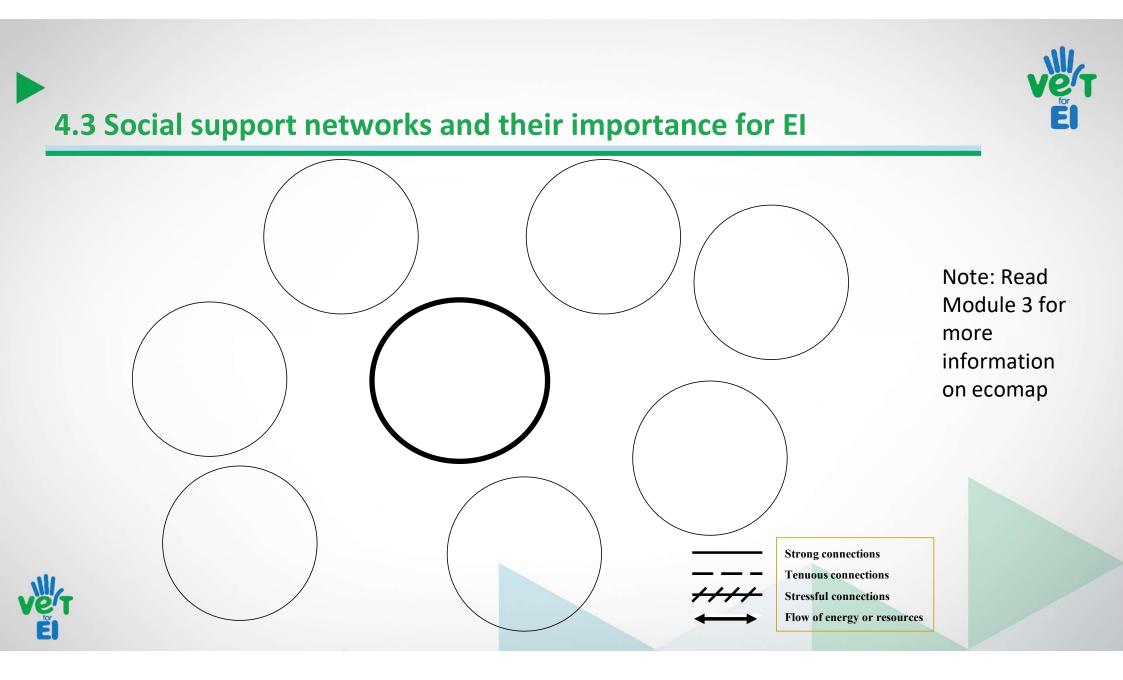




# The Ecomap

The ecomap was developed in 1975 by Ann Hartman to be used in the social work area in her work with environmentally risk families (JUNG, 2012). It consists of a graphic representation of a family's connections to the people and social structures of the environment in which they live, drawing their system of social interactions (AGOSTINHO, 2007).

The ecomap can be done by any team member (social worker, nurse, physiotherapist, psychologist, etc.) as it is a working tool to be used in the team, but always with the active involvement of the family and its members. It summarizes and represents important information about the family and their environment in a graphical format that can be easily read by any of the elements involved in the process and illustrates the nature and impact of family relationships with the environment, enabling them to verify whether they are a source of support or not. These aspects allow a better understanding of stressful situations and resources available to respond to needs we identify with the family and provide a consistent information base to plan, with the involvement of the family, intervention decisions (AGOSTINHO, 2007).





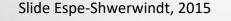
### **Mapping Family Support**

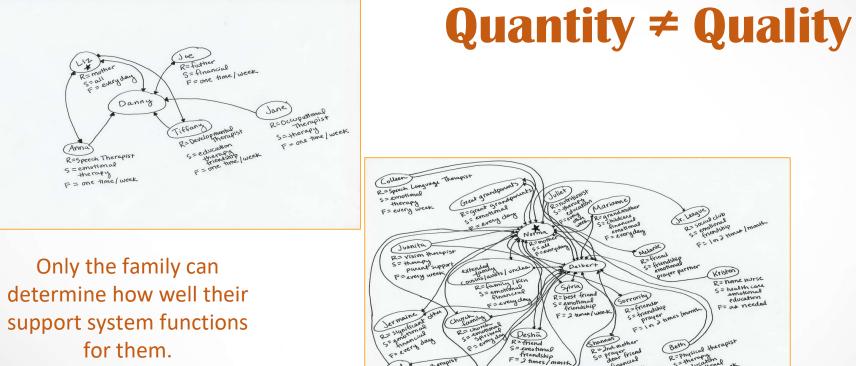
Two important questions at the end:

- 1. When you look at this picture, what's missing?
- 2. What do you think when you see this picture?



What do we need to remember about support?





Cassi

Slide Espe-Sherwindt, 2015

(McCormick, Stricklin, Rous, Kohner-Coogle, & Nowak, 2005)

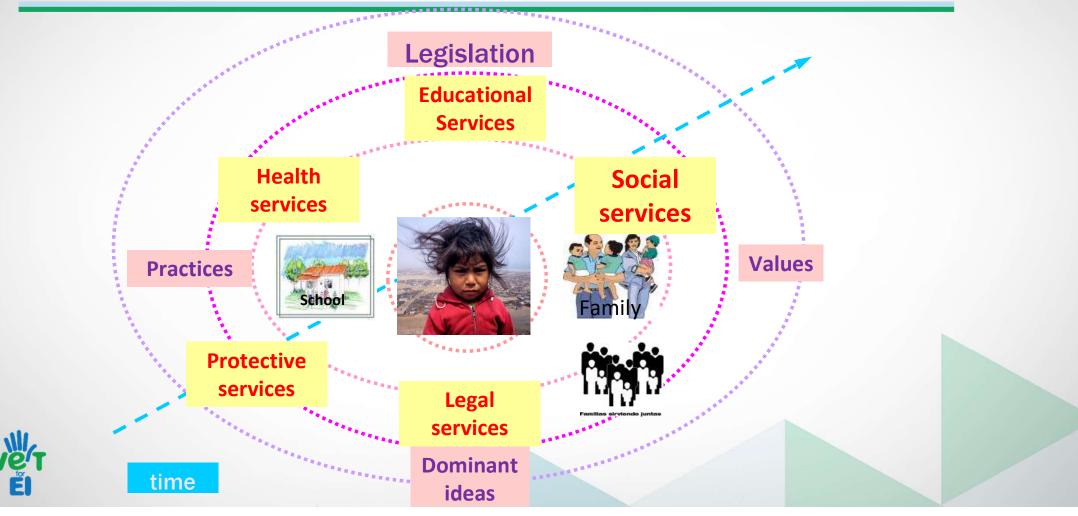
health care education us needed



"When parents have a sense of connectedness, they believe they have people who care about them as individuals and as parents; they feel secure and confident that they have others with whom they can share the joy, pain and uncertainties that come with the parenting role; they seek timely assistance from people they have learned to count on when faced with challenges; and they feel empowered to 'give back' through satisfying, mutually beneficial relationships."

Vert El Center for the study on Social Policy







**Our role on ECI** should be **Building Adult Capabilities to Improve Child Outcomes** 







**4.4 Routines based Intervention** 

# **Routines based Intervention**





#### **4.4 Routines based Intervention**

# How do Children Learn ?

environment

child

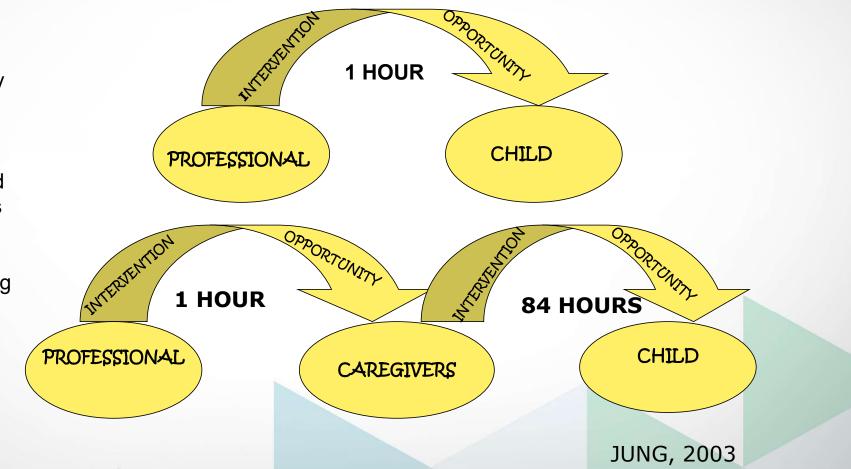
McWilliam, 2002

Children learn in repeated opportunities through out the day in their encounters with people and materials within their routines. Children do not learn in repetitive massive trials out of their contexts with unfamiliar people.



#### **4.4 Routines based Intervention**

One hour of intervention with a child provides one hour of opportunity for learning and development. But if we use that hour to enable and support caregivers who spend most time with the child we will be providing much more time and opportunities for learning.





# What Are Routines?

They are not activities the professional sets up with the family.

# Instead, they are:

- Naturally occurring activities happening with some regularity
  - Caregiving events
  - Hanging out times





# **Family routines?**

Families are very diverse and unique .

And they do not fit a pattern that often, we professionals want them to be or have in our minds.











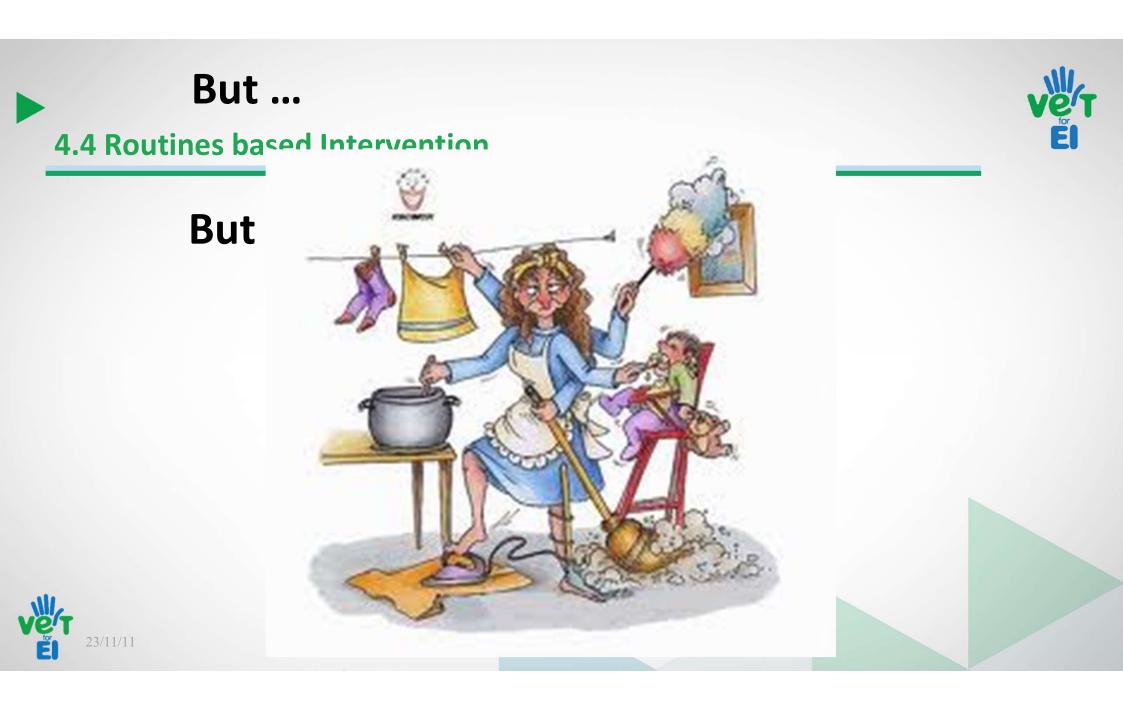


What we imagine ...





Slide Cañadas 2013





#### The real world for each family...





Professionals should support families within their contexts, culture and lifestyles



Slide Cañadas 2013



# **Routines intervention ?**



Does not mean bringing the routines to the clinical or center.





# **BUT INSTEAD...**



The influences of environment on human development are likely to be maximal when children's participation in everyday activity "occurs on a regular basis over extended periods of time" (p. 620).

BRONFENBRENNER, 1995

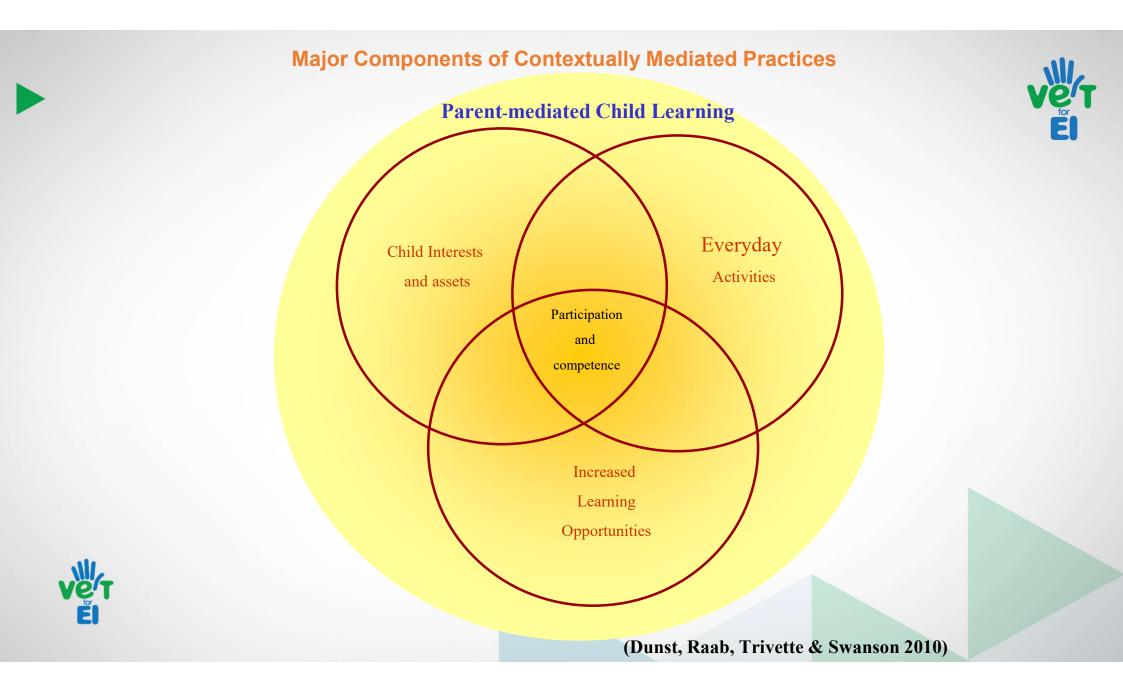
Images of:Brincar para todos | Mara O. C. Siaulys





"Among the personal characteristics likely to be most potent in affecting the cause ... of development ... are those that set in motion, sustain, and encourage processes of interaction between the [developing] person and two aspects of the proximal environment: first, the people present in the setting; and second, the physical and symbolic features of the setting that invite, permit, or inhibit engagement in sustained, progressively more complex interaction with an activity in the immediate environment (p. 11).

Bronfenbrenner,1993





# **CONTEXTUALLY MEDIATED PRACTICES**



#### Natural Learning Environments

Are the settings where children learn context specific competences and both functional and adapative skills that permit them to become increasingly more active participants in culturally relevant and meaningful activities.

Dunst et al., 2010

Images of:Brincar para todos | Mara O. C. Siaulys



#### **CONTEXTUALLY MEDIATED PRACTICES**

#### **Principle 1**

The everyday experiences used as sources of child learning opportunities should be ones that are culturally meaningful and which are contexts for mastering functional and socially adaptive behavioral competencies.





# **CONTEXTUALLY MEDIATED PRACTICES** Principle 2

The experiences and opportunities afforded young children should strenghten children's self initiated and self directed learning and development promoting aquisition of functional behavioral competencies and children's recognition of their abilities to produce desired and expected effects and consequences.





#### **CONTEXTUALLY MEDIATED PRACTICES**



Images of:Brincar para todos | Mara O. C. Siaulys

Principle 3

Parent-mediated child learning is effective to the extent that it strengthens parents' confidence and competence in providing their children everyday development-instigating and development-enhancing learning opportunities and experiences.



# **CONTEXTUALLY MEDIATED PRACTICES** Principle 4



The role of early childhood intervention practitioners in parent- mediated child learning is to support and strenghten parent capacity to provide their children experiences and opportunities of known qualities and characteristics (i.e. practices that are evidencebased)supporting and strenghtening both child and parent competence and confidence.







# **CHILD INTERESTS**

The use of child interests for promoting learning and development is an important foundation of this everyday intervention model.

Child interests are a child personal likes, preferences, favorites, strengths, and so forth that encourage child participation with people and things.

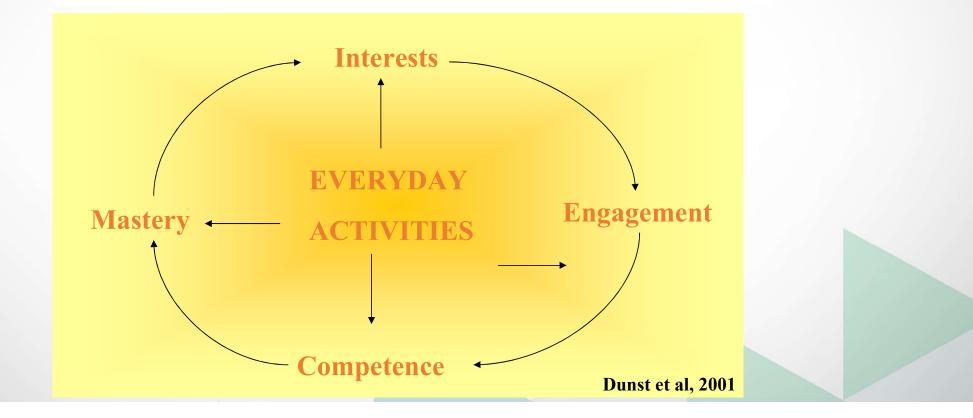


Trivette, 2012



# **Community Learning Opportunities**

• Learning Opportunites as a context for expression of child's interests and competences





#### **Learning Opportunities in the Community**

#### **Family Life**

Family routines

Parent routines

**Child routines** 

Literacy activities

Motor activities

**Play activities** 

**Gardening activities** 

Family rituals

Family celebrations

#### **Community Life**

Family Activities

**Going out with Family** 

**Play activities** 

Community events

**Outside** activities

**Recreational activities** 

Fun or entretainment

Church or religious groups

Sport activities







"Children's activity settings are the architecture of their everyday life and the context of their development" (p. 315).

Gallimore and Goldenberg, 1993



#### A trip to the supermarket is full of opportunities for:







Do the list Sing Tell stories, rymes etc. Play games (ex: Find red cars) Reading signs and traffic light coulors

Choose and name vegetables Identify/associate name of products Talk to staff Learn about wieght and measures Etc.









#### Going to a swiming pool is full of opportunities for:

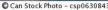


Can Stock Photo - csp5750724

Play with parents and friends Jump and dive Learn to swim Tapping feet and speckle in the wate Play with water toys Etc.











#### Home routines are full of opportunities for:



Learn to brush teeth Learn about family rituals Learn about home tasks Learn to be independent Learn to name things

Etc.





















#### A trip to the park is full of opportunities for:



Play with other children Jump,run , rolling in the grass Find out about insects and nature Colect stones, leaves etc. Play hide and seek Learn about birds Draw what they observe

Etc.









#### **DEFINITION OF EARLY CHILDHOOD INTERVENTION**

"The everyday experiences and opportunities afforded infants, toddlers, and young children by the children's parents and other primary caregivers in the context of naturally occuring everyday learning activities that are intended to promote children's aquisition and use of behavioral competencies shaping and influencing prosocial interactions with people and materials" (p.62).





**Farver, 1999** 

# **4.4 Routines based Intervention**

" Activity settings are made up of everyday experiences rather than a deliberate curriculum, and they contain ordinary settings in which children's social interaction and behavior occurs. They are the who, what, where, when, and why of daily life" (p. 102).







"So how come I get "adapted leisure skill and fine motor skill therapy" and you get to just "play"?"



Slide Dunst, 2018



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# Module 4- Lead by University of Minho

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# **Module 4- Lead by University of Minho**

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