

Resource-Based Capacity-Building



Arizona Early Intervention Program

Our Mission
Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.


DEPARTMENT OF ECONOMIC SECURITY
Your Partner For A Stronger Arizona

www.azdes.gov/azqip

AZEIP



AZEIP's Focus

Improved results for infants and toddlers with disabilities and their families



Implementation Science





AzEIP Teams

- AzEIP Contractors, DDD staff and ASDB staff
 - Share caseload
 - Meet Weekly
 - Coach one another
 - Work as a team
 - Discuss each child and family at least quarterly





Resource-based Capacity-building

- Professional Development
 - Principles
 - Reflective Coaching Questions
 - Helping Practices
 - Formal and Informal Resources
 - Practice Adherence
 - Measuring our Effect





Principles

- Family-centered practices provide a foundation for strengthening relationships and engaging participation
- Involvement needs to be judged as meaningful
- Responsiveness to the individual's needs is one factor contributing the perception of meaningful involvement
- Self-efficacy appraisals are one determinant of the likelihood of involvement and engagement having positive benefits.



Professional Development

- Participants will:
 - identify community resources that can serve as resource-based capacity-building assets.
 - demonstrate how to use reflective questioning to assist families to identify potential family and community resources and develop an action plan.
 - observe an interaction between a practitioner and a family and rate the interaction using the 10 item Family and Community Resources and Supports Checklist.



At-a-Glance
Reflective Coaching Questions

<p>Awareness</p> <ul style="list-style-type: none"> • What do you know? • What have you tried? <p><i>Feel me about that. Let me know. What else do you knowed you try?</i></p> <p>Alternatives</p> <ul style="list-style-type: none"> • What ideas do you have? • What do you need to know? • What do you need to find out? • What could you do try? • What can/will you do differently? <p><i>What else could you do? What are other options? What is missing?</i></p> <p>Action</p> <ul style="list-style-type: none"> • What is your plan/next step? • What do you plan to do? • What is your first step? <p><i>What is your back-up plan? When will you do that? What supports will you need? When do you think we should revisit this plan?</i></p>	<p>Analysis</p> <ul style="list-style-type: none"> • How (well) did/didn't that work? • How (well) do you think that will work? • How did you know to do that? • How did/didn't that compare to what you want to happen? • What would the ideal situation look like? • How will you know? • Why do you think that happened? • What have you done in a similar situation? • What do you think you could have done differently? • What could/should have happened? • What do you think about that? • What did you do to make that happen? • What are your thoughts (do you think) about what I have shared? <p><i>Why? What are the advantages and disadvantages of that idea? What is it will be the most or least helpful?</i></p>
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Shank, C. D. & Shohde, M. L. (2011). The early childhood coaching handbook. Baltimore, MD: Paul H. Brookes Publishers Co.

At-a-Glance
Tips for Reflective Coaching Questions

- Ask only one reflective question at a time.
- Be comfortable with silence while waiting for the person to think about his/her response.
- Avoid asking "grand tour" questions to revisit the previous joint plan (i.e., "How are things going?").
- An awareness, analysis, or alternatives question always precedes informative feedback.
- An analysis question always follows informative feedback (i.e., "What are your thoughts about that idea?" "How would that work for you?").
- A self-attribution question is "What did you do to make that happen/cause that progress?"
- A yes/no question should only be used to ask permission or not make an assumption (i.e., "Should you like to try it?").
- When you ask a reflective question and the person says, "I don't know,"
 - rephrase the question to ensure he/she understands, or
 - provide affirming feedback about an observation you made in the past that confirms he/she knows, or
 - provide informative feedback, and then ask the person an analysis question.
- When a person says, "Just tell me,"
 - ensure the person that you have some ideas to share;
 - ask the person a few awareness questions to ensure that the information/idea you have matches the need/priorities; and
 - provide informative feedback, and then ask the person an analysis question.
- Avoid asking questions with the answer embedded (i.e., "I wonder what would happen if...?" "What would you think about...?" "How about you...?").
- Avoid asking questions to get the person you are coaching to agree with what you are thinking (i.e., coaxing).

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Help-giving practices

Relational

- Compassionate
- Active and Reflective Listening
- Beliefs and attitudes include: family and cultural strengths, practitioner sensitivity.

Participatory

- Informed choice and decision-making
- Using existing strengths and abilities
- Supporting the development of new capabilities
- Beliefs: Responsiveness and flexibility



Family Resource Support Guide

- Family Resource Scale
- Resource Map
- Family Resource Support Plan





Family Resource Scale

Part I: Identifying Areas of Need and Priority

Family Resource Scale
Hope E. Lutz & Carl J. Dixon

INSTRUCTIONS: This scale is designed to assess whether or not you or your family have adequate resources (time, money, energy, etc.) to meet the needs of the family as well as the needs of individual family members. For each item, please circle the response that best describes how the needs are met in your family.

Item	Never apply	Not at all Adequate	Slightly Adequate	Modestly Adequate	Usually Adequate	Always Adequate
I read the Family Resource Scale to you.	N/A	1	2	3	4	5
Close to apartment.	N/A	1	2	3	4	5
Money to buy necessities.	N/A	1	2	3	4	5
Enough clothes for your family.	N/A	1	2	3	4	5
Food for your home or apartment.	N/A	1	2	3	4	5
Labour (handyman, etc.).	N/A	1	2	3	4	5
Money to pay monthly bills.	N/A	1	2	3	4	5
Good job for yourself or spouse/partner.	N/A	1	2	3	4	5
Medical care for your family.	N/A	1	2	3	4	5
Travel resources (car, MTR, Medicaid, etc.).	N/A	1	2	3	4	5
Transportation (car, bus, MTR, etc.) for yourself or spouse/partner.	N/A	1	2	3	4	5
Time to get enough sleep.	N/A	1	2	3	4	5
Time to do your house or apartment work.	N/A	1	2	3	4	5
Time to be by yourself.	N/A	1	2	3	4	5
Time for family to be together.	N/A	1	2	3	4	5
Time to be with your children.	N/A	1	2	3	4	5
Time to be with spouse/partner or close friend.	N/A	1	2	3	4	5
Transportation or access to phone.	N/A	1	2	3	4	5
Subsiding for your children.	N/A	1	2	3	4	5
Child care for your children.	N/A	1	2	3	4	5
Money to buy special equipment/appliances for...	N/A	1	2	3	4	5



Resource Map

CASProds

Part II. Resource Map

Guiding Questions

1. What have you been doing to meet this need?
2. What has worked for you?
3. What are your plans about how to gain help?
4. What is your best one possible resource?
5. What assistance can your extended family members provide?
6. What assistance can your friends provide?
7. What assistance can your neighbors provide?
8. What do you know about churches or religious organizations or groups you belong to who might be able to provide support?
9. Do you know any friends who have friends or family that could help you?
10. Which of your connections might be able to provide assistance?
11. What skills are you willing to trade for an assistance you want? To which you would like?
12. What community programs exist that provide support for this?
13. Who else do you know with similar needs and desires who you might be able to help with their needs?
14. What clubs or associations or religious groups provide support for this?
15. What are you willing to do to create a community organization that can address the issue you and the client?
16. What social service agencies provide support for this?

Area	Rank this item from 1-3	Informal Resources and Supports	Formal Resources and Supports
Reliable Older Adults	3	Adult Siblings	
	2	Neighbors	
	1	Early Head Start	
		Find someone through church & trade	



Family Resource Support Plan

Part III. Family Resource Support Plan

What do you want to accomplish? List the family's identified need or desired resource.	What resources will you need? List the informal and formal resources necessary to address the need or address the target outcome.	What will you have to do to make it happen? Plan how the parent/practitioner will use the identified resources. This would include the possible steps necessary to address the need or address the outcome. Be as specific as possible.	When will you do it? Provide specific target dates to complete each step of the process.	How will you know when it is accomplished or is working? Identify the family's self-parentalizing signs or cues by fulfilling the need or accomplishing the resource. Indicate what changes are expected.
Enroll in Early Head Start by next month	Application Neighbors from last sessions Birth certificate	Pick up the application Sit with them Return application documents	Monday Monday Wednesday	Accepted for enrollment in Early Head Start



Develop a Community Map

- Practitioners must be aware of existing resources in the community.



Rating Interactions

PRACTICE
Practitioner actively engages parent in identifying different possible supports and resources that match family needs and interests
Practitioner actively engages parent in the identification of supports and resources needed to carry out parenting responsibilities
Practitioner actively engages parent in considering formal and informal social supports options for achieving desired outcomes
Practitioner actively engages parent in identifying and using community resources as supports for achieving desired outcomes
Practitioner actively engages parent in evaluating the financial and psychological costs and benefits of different support options as part of selecting desired supports
Practitioner actively engages parent in developing a plan for mobilizing desired supports and resources
Practitioner actively engages parenting in assigning self and others responsibilities for obtaining resources
Practitioner promotes use of existing parent and family abilities for obtaining desired resources
Practitioner uses participatory opportunities with the parents to actively involve them in learning new skills for purposes of mobilization or provision of desired resources
Practitioner actively engages parent in the evaluation of resource and support procurement to determine their usefulness for achieving desired outcomes

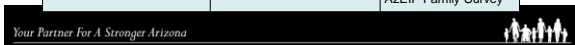
Let's take a look at this in action





Measuring our Effect

Category	Specific Practices	Data sources
Family-Centered Practices	Relational and participatory practices	AzEIP Family Survey
Program Helpfulness	Parent satisfaction, engagement, loyalty	AzEIP Family Survey
Self-Efficacy Beliefs	Parents' judgments of their likelihood of success to obtain needed supports and resources.	Practitioner Discussion with family
Parent/Family Informational and Support Needs	Practitioner responsiveness to parents' requests for information and support	AzEIP Family Survey
Parent/Family Well-Being	Affect, stress, family functioning	Direct Observation
Parenting Capabilities	Parenting confidence and competence	Direct Observation AzEIP Family Survey



Evaluating the Process

- Service Coordinators support families to evaluate what has happened between meetings, discussions or visits.





Questions?

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