

Using Intervention Mapping to develop an early childhood educators' intervention promoting parent-child relationships (E-PCR)

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The start of the story



Which framework?



Work collaboratively



Evidence-based



Practical strategies

Intervention Mapping (IM)

Traditionally used for health related interventions and programs

Had been used to develop programs in education settings

Not previously used to develop social and emotional intervention in early education settings

Similar underlying principles:

Use of theoretically diverse frameworks, socio-ecological approaches and collaborative practices



O'Connor, A., Blewitt, C., Nolan, A., & Skouteris, H. (2018). Using Intervention Mapping for child development and wellbeing programs in early childhood education and care settings. *Evaluation and Program Planning*, 68(1), 57-63.

IM Step 1

Needs assessment

Advisory group



Systematic literature review

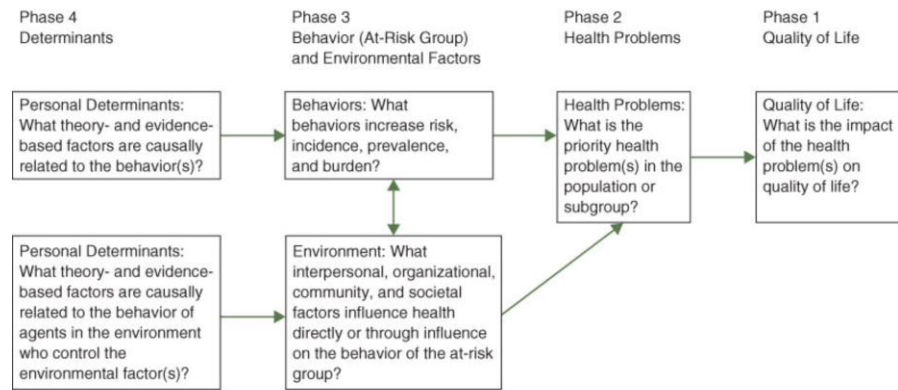


Voice of the industry



IM Step 2

Program logic



Performance objectives



Change objective matrices



IM Step 3

Theoretical and evidence-based change methods

- Behaviour change theories
- Environment-oriented theories

Program delivery

- Needs assessment data



IM Step 4

Educator Parent-Child Relationship (E-PCR) Toolkit

Building Educator Knowledge Framework (BEK)

- BEK Action Chart

Educator Reflective Practice Template

ECEC Posters

- Children's social and emotional development
- Parent-child relationships

Practice Cards: Supporting parent-child relationships

- Addressing difficult situations
- Sharing observations
- Having open conversations
- Knowledge of positive parenting practices
- Building relationships with children



IM Step 5

E-PCR Pilot Program

Educator Professional Learning Workshops

1. Reflective Practice
2. Theory, Evidence and Practice

Workshops designed to:

- Identify current knowledge
- Engage with peer support and mentoring
- Learn theoretical and empirically based approaches to children's social and emotional development and parent-child relationships
- Incorporate existing knowledge with theoretical learning into practical strategies
- Develop confidence and communication



IM Step 6

Feasibility evaluation

Results:

- Successful engagement with all intervention strategies
- Significant increase in educators confidence to engage with parents and share their knowledge
- Strengthening of the relationship between the educator and the parent
- Improvements witnessed and reported in parent-child relationships and interactions
- Successful use of engaging in intervention strategies during 'everyday moments'
- Educators reported significant personal benefits in the reflective practice and peer support strategies

Overall, educators recognised that they are well placed to engage with parents, build supportive relationships and influence parent-child relationships.



References

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Thank you.

