Developmental parenting
& Assessing Parenting Outcomes Overview

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What is *Developmental parenting?*

- Parenting that helps children **develop**
- Parenting that **develops** over time
- Parenting that home visiting can help parents **develop**.

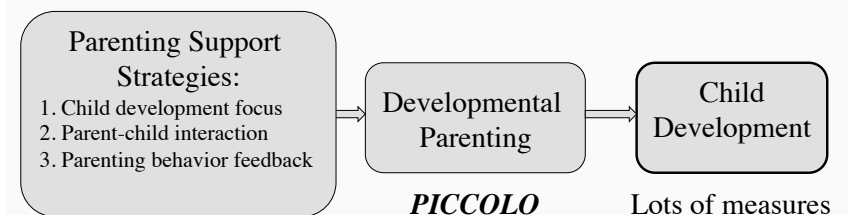## *Developmental Parenting*

Supports 3 important child outcomes:

Social: security, self-regulation

Cognitive: exploration, reasoning

Language: communication, vocabulary

How can we promote *Developmental Parenting*?

Parenting Support Strategies:
1. Child development focus
2. Parent-child interaction
3. Parenting behavior feedback

→ Developmental Parenting

PICCOLO

→ Child Development

Lots of measures

How do we know if it works?   Measure the outcomes!

What does *PICCOLO* measure?

Developmental parenting behaviors from the research literature in 4 domains:

- Affection
- Responsiveness
- Encouragement
- Teaching

How was *PICCOLO* developed?

- Used longitudinal data & video archive from ***Early Head Start Research & Evaluation Project (EHSREP)***

- Collected new data from **4,500**+ clips of **2,000**+ families (*Euro-Amer, African-Amer, Latino*)

- Selected **29 best items** from 100+ items
  - reliability
  - validity
  - usefulness

Why is **PICCOLO**. . .?

- *Practical*—
  to guide program planning
  to build parenting strengths

- *Reliable*—observers usually agree

- *Valid*—predicts good child outcomes

Each domain has 7-8 behavior items

Example:

Domain 1: Affection
Parent. . .
1. Speaks in a warm tone of voice
2. Smiles at child
. . . .

Each item has coding guidelines Example:

Parent. . .	Observation Guidelines
1. Speaks in a warm tone of voice	Parent's voice is positive in tone and may show enthusiasm or tenderness. A parent who talks little but speaks warmly should be coded highly.
2. Smiles at child	Parent directs smiles toward child, although parent and child do not necessarily need to be looking at each other when smile occurs. Includes small smiles.
. . . .	

PICCOLO Scoring

Absent	Barely	Clearly
0	1	2

0 – "Absent" - no behavior observed
1 – "Barely" - brief, minor, or emerging behavior
2 – "Clearly" - definite, strong, or frequent behavior

Can be coded "live" or from video

Affection

Definition: Warmth, physical closeness, and positive expressions toward child.

What does *affection* do for children?
•
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•
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Affection items

#	Parent . . .	0,1,2
1	speaks in a warm tone of voice	
2	smiles at child	
3	praises child	
4	is physically close to child	
5	uses positive expressions with child	
6	is engaged in interacting with child	
7	shows emotional warmth	

SCORING:
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Responsiveness

Definition: Responding to child's cues, emotions, words, interests, and behaviors.

What does *responsiveness* do for children?

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Responsiveness items

#	Parent . . .	0,1,2
1	pays attention to what child is doing	
2	changes pace or activity to meet child interests or needs	
3	is flexible about child change of activity or interest	
4	follows what child is trying to do	
5	responds to child's emotions	
6	looks at child when child talks or makes sounds	
7	replies to child's words or sounds	

SCORING:

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Encouragement

Definition: Active support of child's exploration, effort, skills, initiative, curiosity, creativity, and play.

What does *encouragement* do for children?

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Encouragement items

#	Parent . . .	0,1,2
1	waits for child response after making suggestion	
2	encourages child to handle toys	
3	supports child in making choices	
4	supports child in doing things on his/her own	
5	verbally encourages child's efforts	
6	offers suggestions to help child	
7	shows enthusiasm about what child is doing	

SCORING:

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Teaching

Definition: Shared conversation and play, cognitive stimulation, explanations, and questions.

What does *teaching* do for children?

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Teaching items

#	Parent . . .	0,1,2
1	explains reasons for something to child	
2	suggests activities to extend what child is doing	
3	repeats or expands child's words or sounds	
4	labels objects or actions for child	
5	engages in pretend play with child	
6	does activities in a sequence of steps	
7	talks to child about characteristics of objects	
8	asks child for information	

SCORING:
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How do I select PICCOLO observation activities?

Select activities that . . .

- Fit program goals
- Can be done in limited space
- Engage both parent and child
- Last at least 10 minutes

Examples:

- Picture books & books without words
- Puzzles, blocks, play-dough, art materials
- Pretend play toys
- Family routines
- Planned home visit activities

Tips for doing PICCOLO Observations with Families

- Tell parents you'll do **PICCOLO** observations regularly.

- Be flexible--re-schedule if needed.

- Offer choices of activities.

- Do the observation where the family is comfortable.

- If video recording, offer the family a copy of the video.

What does **PICCOLO** tell you about parenting?

1. What a mother **can** do to support her child's development

2. What a mother **believes** is important to do with her child

3. What a mother is **comfortable** doing in front of others

4. What a mother **knows how** to do with her child

How to use PICCOLO to plan intervention

1. Look for highest **PICCOLO** domain scores.

2. Ask what daily activities involve those behaviors.

3. Plan with parent to do that activity on a home visit.

4. During activity, ask about related parenting behaviors in that and other domains.

Please give us some feedback

SLACP!

What did you **S**EE (hear, learn, realize) in this workshop?

What did you **L**IKE about today's workshop?

What would you **A**DD to today's workshop?

What would you **C**HANGE about today's workshop?

What are your **P**LANS as a result of today's workshop?

For more information, please contact

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