

Words of Inspiration and Instruction

“The most precious gift we can offer anyone is our attention.” ~ Thich Nhat Hanh

Developmental parenting is ...

- ... what parents do to support their child’s development;
 - ... what parents are doing when they clap their hands for their baby’s first steps, soothe their frustrated toddler, encourage their preschool child to sing a song, or ask their first-grade child what happened at school;
 - ... the kind of parenting that values a child’s development, supports a child’s development, and changes along with a child’s development;
 - ... warm, responsive, encouraging, and communicative;
- ... the kind of parenting that many programs serving infants or young children, especially home-based programs, hope to increase through home visits or other parenting programs.*

Coaching is a process-driven approach comprised of a variety of steps, techniques and strategies that *values the parent as the expert on their child*.

In coaching, the FSP uses strategies to build parental capacity that are based on adult learning theory. This is done by using the communication techniques—such as posing questions, pausing, assuming the positive and active listening—with the purpose of prompting parents to strengthen existing knowledge, expand their parenting skills, enhance problem-solving skills to cope with parenting challenges and to ultimately routinely engage with their children.

FSP coaching strategies are also grounded in their knowledge of child development, positive

parenting practices, evidence-based strategies for facilitating child development and learning, as well as responsiveness to the family’s culture.

Strategies such as ... goal-setting, action planning and prompted reflection facilitate sharing of research-based information, strength-based feedback based on observation of the parent, observation of the parent-child interaction and results from screening tools and assessments.

Ultimately, coaching is about building parental self-efficacy, self-regulation, and self-reflection with the aim of enriching parent-child interactions that foster children's development, health, and learning.*

**Developed in collaboration with the Institute for Family Support and Coaching Project Team of the National Home Visiting Summit’s Community of Practice for Professional Development*

parent-child relationship



serve and return

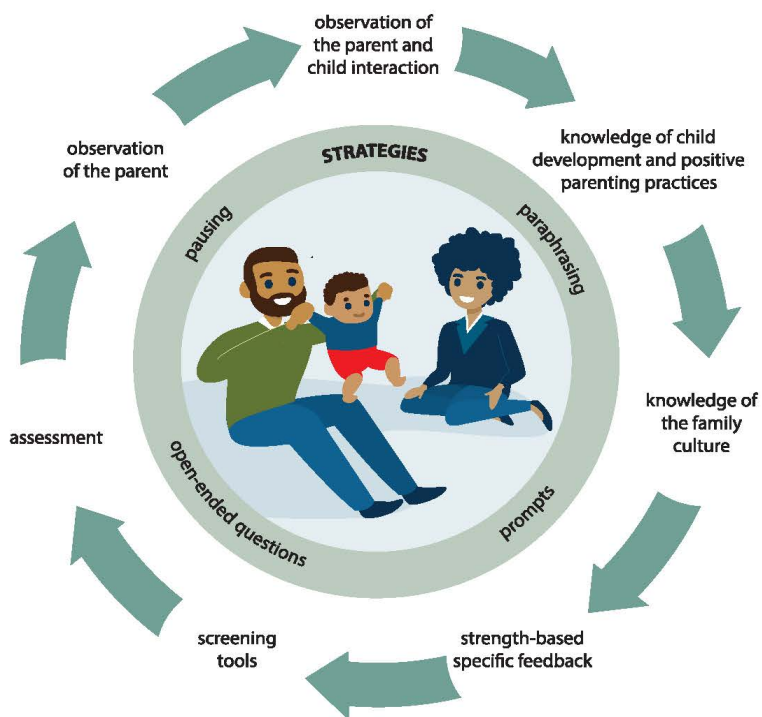


support brain development



support attachment and safe, secure base from which the child can explore, learn and grow

coaching parent-child interactions



Resources

Serve and Return, Center on the Developing Child, Harvard University

- [Serve-and-Return Overview and Guide](#)
- [Video: 5 Steps for Building Serve-and-Return; Spanish; Portuguese](#)
- [Infographic: 5 Steps for Brain-building Serve-and-Return; Spanish](#)
- [Video: Filming Interactions to Nurture Development \(FIND\)](#)

Supporting Parent-Child Interactions

- [Parent-Child Interactions: A Home Visitor's Guide](#), Alberta Home Visitors Network Association
- [Positive Parent-Child Relationships](#), from the Understanding Family Engagement Outcomes: Research to Practice Series; National Center on Parent, Family, and Community Engagement
- [Attachment: What Works?](#), Center on the Social and Emotional Foundations for Early Learning, Vanderbilt University

Informal Observation Tools

- [Age-Specific Observations of Parent-Child Interactions](#), *Bright Futures in Practice: Mental Health – Volume II. Tool Kit*.
- [Parent-Child Interaction Observation Tool](#), First 5, Alameda County

Formal Observation Tools

- [KIPS](#) - Keys to Interactive Parenting Scale: A Practical Observational Assessment of Parenting Behavior, assesses the quality of parenting behavior for families with young children. The KIPS focuses on 12 behaviors related to effective parenting that research has shown to promote children's development.
- [PICCOLO](#) - Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO™), a checklist of 29 observable developmentally supportive parenting behaviors in four domains; Brookes Publishing.

Home Visitor/Family Support Professional Self-Assessment

- [Home Visitor Red & Green Flags Assessment](#)

Current Research:

- [Zero to Three](#)
- [HARC](#) – Home Visiting Applied Research Collaborative
- [NICHQ](#) – National Institute for Children's Health Equality
- [Center on the Developing Child](#) – Harvard University
- [CSEFEL](#) – Center on the Social and Emotional Foundations for Early Learning
- [B.A.B.Y. Lab](#) – Cornell University
 - [Babies Not So Helpless](#) video

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