

PIWI: Parents Interacting with Infants



Developed by Tweety Yates and Jeanette McCollum



The Center on the Social and Emotional Foundations for Early Learning



Administration for Children and Families



Office of Child Care



Office of Head Start

This material was developed by the Center on the Social Emotional Foundations for Early Learning with federal funds from the U.S. Department of Health and Human Services, Administration for Children and Families (Cooperative Agreement N. PHS 90YD0215). The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Health and Human Services, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. You may reproduce this material for training and information purposes.

Learner Objectives

- Participants will be able to describe the PIWI Model and Philosophy
- Participants will understand the importance of keeping the parent-child dyad at the center of everything we do
- Participants will be able to describe how the components of the PIWI Model work together in the implementation process
- Participants will develop an action plan

Suggested Agenda

I.	Introduction to the PIWI Model	45 min.
II.	Dyadic Interaction and Strategies	75 min.
III.	Triadic Interactions and Strategies	75 min.
IV.	Parents as Observers: Developmental Observation Topics	90 min.
V.	Parents as Observers: Creating Responsive PIWI Environments	30 min.
VI.	Home Visiting and the PIWI Model	45 min.

Materials Needed

- Agenda
- PowerPoint
- Chart paper or White Board and Markers
- Video Clips
 - Clip 1 – Dyad: Mom and child reading
 - Clip 2 – Dyad: Mom and child playing
 - Clip 3a – Triad Example 1
 - Clip 3b – Triad Example 2
 - Clip 3c – Triad Example 3
 - Clip 4 – Linking Triad to Dyad
 - Clip 5 – PIWI Playgroup examples:
 - Greeting/Welcome
 - Opening Discussion
 - Parent-Child Observation Play

- Snack Time
- Transition
- Parent-Child Songs and Games
- Closing Discussion

Clip 6 – Home Visit 1

Clip 7 – Home Visit 2

Clip 8 – Home Visit 3

Clip 9 – Home Visit 4

Handouts

Handout 1 – PIWI Philosophy

Handout 2 – PIWI Implementation Guidelines

Handout 3 – Dyadic Strategies

Handout 4 a/b – Dyadic Strategies Activity

Handout 5 – Triadic Strategies

Handout 6 – Triadic Strategies Examples

Handout 7 – Triadic Strategies Activity

Handout 8 – Linking Dyadic to Triadic

Handout 9 – What I Am Like

Handout 10 – Watch What I Can Do!

Handout 11 – DOT Practice

Handout 12 – Sample Developmental Observation Topics Coversheet

- *How I Respond to Others' Emotions: How the emotions of others influence what I do and how I feel*
- *What Materials Help Me Play with Other Children?*
- *How You Can Help Me Play with Other Children: What You Can Do & Say*
- *What's My Style?: Understanding What I Am Like*
- *What Makes Me Laugh?*
- *Why I Need You: Understanding How Your Presence Helps Me Feel Secure & Helps Me Explore and Learn*
- *How I Explore My Environment*
- *What You Can Do and Say to Help Me Explore and Learn*
- *How You Can Help Me Learn to Love Books*

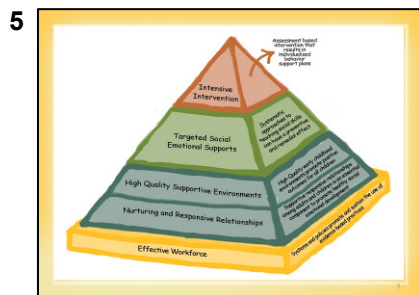
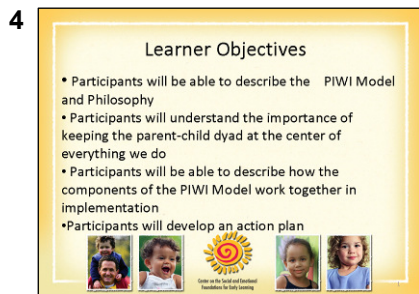
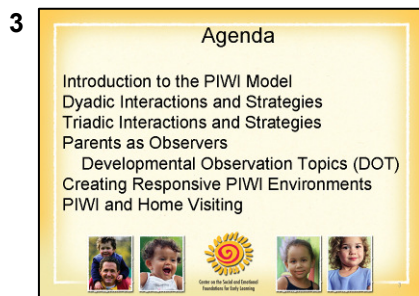
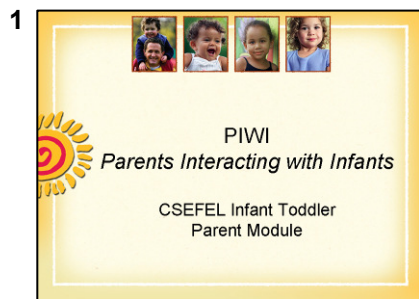
Handout 12B – Developmental Observation Topic Plan Template

Handout 13 – PIWI Environment Matrix

Handout 14 – Next Step Action Plan

Handout 15 – Evaluation

I. Introduction to Module and the PIWI Model



A. Show **Slide 1** to introduce the title of the CSEFEL Infant Toddler Parent Module. Show **Slide 2** to share with participants that this CSEFEL module focuses on promoting the social and emotional development of infants and toddlers through the use of parent-child groups. The model that the module is based on is called PIWI, which stands for Parents Interacting with Infants (but includes infants and toddlers!). PIWI has been successfully used in community-based, early head start and early intervention programs with a diverse range of parents and children. While the primary focus of the module will be on parent-child groups, we will also discuss how the model applies to home visiting.

B. Show **Slide 3** to review the Agenda and then show **Slide 4** to review the Learner Objectives.

C. Show **Slide 5** to introduce or review the CSEFEL Pyramid. The Pyramid Model includes evidence-based teaching practices and intervention approaches that promote children’s social emotional development and are effective in addressing challenging behavior. The focus is on promotion and prevention (the bottom three levels of the pyramid) and moving to more intensive individualized interventions (top of the pyramid) only when the bottom of the pyramid is in place and children continue to engage in challenging behavior. Brief descriptions of each level of the pyramid are listed below to support discussion:

1. The foundation for all of the practices in the pyramid is the systems and policies necessary to endure a workforce able to adopt and sustain these evidence-based practices.
2. Relationships are an essential and vital part of everything we do with young children.
3. Well-designed environments support children’s appropriate behaviors and can be designed to teach children expectations and promote their engagement and interactions.
4. The top of the pyramid is comprised of practices related to individualized intensive interventions. The success of individualized interventions depends on the extent to which the other levels of the pyramid have been addressed.

6

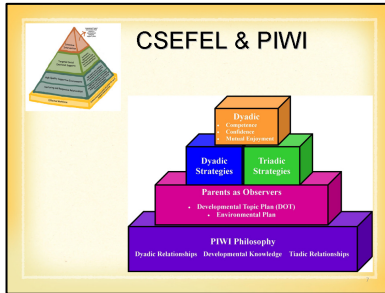
Major Elements of Social Emotional Wellness in Infancy



Developing the capacity:

- to form close and secure relationships
- to experience, regulate, and express emotions
- to explore the environment and learn
- in the context of family, community, and cultural expectations for young children (Zero to Three, 2001)

7



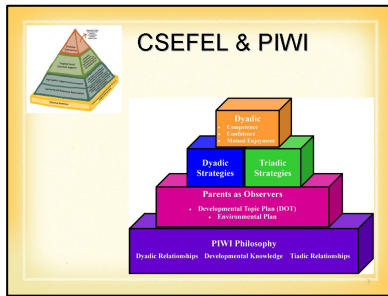
D. Show **Slide 6** and remind participants that in this module we will be focusing on promoting the social and emotional development of infants and toddlers. We will do that by exploring the PIWI model and emphasizing the three major elements of social emotional wellness in infants and toddlers: experiencing, expressing and regulating emotions; forming close and secure relationships; and possessing the ability to explore and learn.

E. Display **Slide 7** that shows the CSEFEL Pyramid and the PIWI Building Blocks. Tell participants that in addition to the CSEFEL Pyramid, this slide shows the 5 PIWI Building Blocks that we will use as we talk about setting up PIWI groups and home visits. Use the following points to discuss the blocks:

1. Note that the parent-child dyad is at the top. In PIWI, the quality of dyadic interaction is the main focus. A focus on parent-child relationships and on the characteristics of parent-child interaction is interwoven throughout all sections of the PIWI Philosophy. The parent-child dyad block also shows the 3 primary outcomes of PIWI – supporting competence, confidence and mutual enjoyment!
2. The PIWI Philosophy is the base of the pyramid because it is the foundation for the model, supporting all of the other blocks. Without the PIWI Philosophy, there is no PIWI Model. Tell participants that we will be taking a closer look at the PIWI Philosophy in a few minutes.
3. The three critical center blocks contain the practices and strategies that we will use to achieve our outcomes. These 3 blocks represent dyadic strategies, triadic strategies and parents as observers. We will be discussing and practicing each of these during this training.

Tell participants that the most important thing to keep in mind for now is that the dyadic relationship is at the top, and the philosophy is at the bottom - the other blocks help us use the philosophy to support the dyadic relationship - the dyad is the MAIN FOCUS! In the PIWI Model, the focus is on the parent's role in the interaction because it is the parent, not the child, who can become conscious of and change particular patterns in their interactions.

7

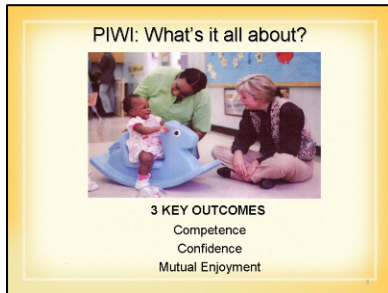


F. Continue to show **Slide 7** to explain how the PIWI Model fits within the CSEFEL Pyramid Model. Discuss how the PIWI approach to parent-child groups is designed to enhance and strengthen parent-child relationships through recognizing and building competence and confidence in children and parents, and through providing parents with new knowledge of their children's development in order to help them observe, interpret, and support their child's emerging competence and confidence.

At the two lower levels of the pyramid (nurturing and responsive relationships and high quality supportive environments), PIWI provides environments for parent-child interaction and supports positive interactions and relationships in all parent-child dyads. Children's development is used as a lens for parent observations of their children. Environments are designed to support age-appropriate parent-child interaction and to create supportive opportunities for parents to have positive interactions with their children. The goal at this level of the model is to build on what parents already know and do by providing opportunities for expanding and enhancing positive interactions.

PIWI can also be applied to the third level of the CSEFEL Pyramid. This level applies to parent-child dyads who might be at risk for experiencing positive, healthy interactions and relationships because of factors in one of the partners that might interfere with developmentally supportive, mutually satisfying interactions. For example, parents may come to the interaction with characteristics that place the dyad at risk; teen parenting, a history of substance abuse, no experience with positive interactions/relationships, or simply poor health may put the dyad at risk. Also, children who are born at low-birth-weight or who have disabilities may bring unexpected challenges to parents, who may have to work harder to interpret and respond to their children's interactions. In addition to the goal set for the first level, another goal at this level would be to provide specific strategies that the parents might use to achieve positive interactions with their children. This might be done by direct teaching of particular interaction strategies as well as through observation of other parent-child dyads within a supportive group context.

8



At the top layer of the model (intensive intervention), parent-child relationships have already been identified as a problem. PIWI alone would not address this level, although it could be used in conjunction with more individualized interactions to provide opportunities for positive interactions between parents and children within a supportive group context.

G. Show **Slide 8** to tell participants that we are now going to begin looking a little closer at what PIWI is all about! This slide says it all by showing the 3 main participants in the PIWI Model – the child, parent and facilitator! The importance of the relationships among these 3 people is captured in this slide:

1. Point out the positions of the parent, child and facilitator – it is the parent who is closest to the child.
2. Notice the expressions on the faces of the 3 people – they feel good about what is happening, they are comfortable and relaxed together and it looks like they are having fun!.
3. It illustrates the 3 most important key outcomes of the PIWI Model, which we will talk about throughout the training.
 - a) **Competence** – children should have opportunities to experience and demonstrate their competence and to expand their competence by exploring their environments and interacting with others. Parents should also have opportunities to demonstrate and expand their skills and knowledge as parents, and to observe and take pleasure in their child's competence.
 - b) **Confidence** – Both children and parents should experience confidence in themselves, their abilities, and their relationships. They should have many opportunities to become aware of their abilities, and to feel good about what they do as children and parents, individually and together.
 - c) **Mutual Enjoyment** – Parents and children should enjoy being together in the setting, and feel secure in one another's presence and in the environment. Parents should gain ideas for achieving mutually


pleasurable interactions at home and in the community. Mutual respect and enjoyment are also mirrored in the adult-adult relationships between facilitators and parents.

Point out that these same outcomes are also important for the facilitators! We want the facilitators of the group to feel competent, confident and find enjoyment in supporting children and parents.

9

A Parent's Voice

"They (the PIWI facilitators) provided a lot of activities and toys, but they didn't come in and take over the children. So you interacted with your own child. It was very easy to be involved with your child."



H. **Slide 9** is a quote from a PIWI group parent, which illustrates what we were just discussing. Tell participants that we will share quotes from parents throughout the training to demonstrate the PIWI Model.

I. Now that participants are beginning to get a "little taste" of what PIWI is, display **Slide 10** to discuss what PIWI is and is not.

10

The PIWI Model Is...

- A set of beliefs (a "philosophy") about families, children, and helping relationships
- A set of implementation guidelines that supports the philosophy

The PIWI Model is Not

- A curriculum

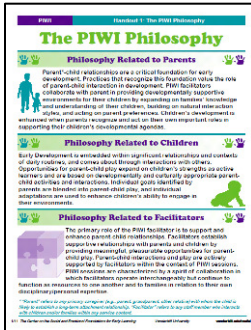
1. The PIWI Model is...

- a) A set of beliefs or a philosophy about families, children and helping relationships. The PIWI Philosophy guides everything that happens in parent-child groups or home visits that are based on the PIWI Model.
- b) A set of program implementation guidelines that support the philosophy. The PIWI Philosophy is translated into a set of guidelines that support it, and can be used in any setting in which the parent-child relationship is the central consideration. These are the "indicators" that tell us if PIWI is being used.
- c) Specific practices and strategies that support the philosophy and the related program guidelines. The PIWI Model includes specific practices and strategies that are compatible with the Philosophy and provide specific ways of meeting the guidelines.

2. The PIWI Model is not a curriculum. This is an important point to make to participants. Emphasize that PIWI is primarily a way of thinking about what we do with children and families and why we do it that way. Each of these aspects of the model will be



Handout 1



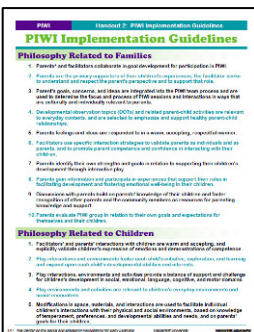
addressed in this training. PIWI is not a curriculum that tells you what to do and say in each group session. While participants will be given examples of PIWI groups to help them get started, the PIWI group sessions should be developed to support the competence, confidence and mutual enjoyment of each dyad, which will change from group to group.

- Activity: Ask participants to look at **Handout 1 – The PIWI Philosophy**. The PIWI Philosophy has 3 sections, covering beliefs about families, children, and facilitators’ practices that would support implementing the PIWI relationship-based philosophy. To help participants become more familiar with the PIWI Philosophy, ask them to underline words or phrases that they think best captures its meaning. Ask participants to share one selection at a time from each section of the Philosophy until you have at least 3 or 4 from each section. See notes below for some of the important words/phrases they may choose.

- Families** - parent-child relationships, critical foundation, interaction, collaboration, recognize strengths, and expand on strengths, natural interaction styles, parent preferences.
- Children** - embedded within significant relationships, daily routines, developmentally appropriate culturally appropriate, natural routines and interactions
- Facilitators** –supportive relationships, collaboration, active support, meaningful opportunities, parent-child interaction

The main idea at this point is to remember that the Philosophy is the basis for a framework that will be translated into practice. Point out that the PIWI Philosophy is equally applicable to parent-child groups and home visits.

Handout 2



- Ask participants to look at **Handout 2 – The PIWI Implementation Guidelines**. In the PIWI model, the “Implementation Guidelines” are used for putting our Philosophy into practice. They are the link between the Philosophy and our practices and strategies. They are used in many ways in PIWI: to plan what we do;

11

Our focus will be on ways of interacting with parents that...

- Supports competence, confidence, and positive relationships at **both** the facilitator-parent-child level and the parent-child level
- Keeps the parent-child relationship at the **center** of everything we do - by supporting responsive, respectful parent-child interactions

12

Typical PIWI Schedule for a Parent-Child Group

GREETING/WELCOME	10 min.
Arrival	
Informal Conversation	
Hello Song	
OPENING DISCUSSION	15 min
Sharing	
Introduce Developmental Observation Topic	
The "Guess"	
PARENT-CHILD PLAY/OBSERVATION TIME	25 min
SNACK	15 min
PARENT-CHILD SONGS & GAMES	10 min
CLOSING DISCUSSION	15 min
Sharing What Happened	
Carry Over to Home	
GOODBYE SONG	

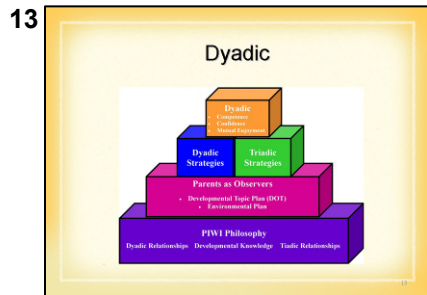
to reflect on “how we are doing;” and to think about what we could be doing to be more consistent with the Philosophy. If the Philosophy is being put into practice, we should see evidence that relates to the Implementation Guidelines -- we can ask ourselves the question, "If we were to walk into a parent-child group based on the PIWI Philosophy, what would we see?" (Note to trainer: this is more of a resource for participants as they implement the PIWI model. You do not need to spend a lot of time on this handout.)

- J. Show **Slide 11** to emphasize that the focus of this PIWI training will be on ways of interacting with parents that supports competence, confidence, and positive relationships at **both** the facilitator-parent-child level and the parent-child level and that keeps the parent-child relationship at the **center** of everything we do - by supporting responsive, respectful parent-child interactions.
- K. Show **Slide 12** to give an example of a typical PIWI schedule for a parent-child group. Briefly review the schedule and tell participants that we are going to go into more detail about what happens during each part of the schedule throughout the day. Point out that the biggest “chunk” of time is the during the parent-child play observation time. Remind them that we will talk about what PIWI home visits look like later. As you talk about the schedule, share with participants that PIWI has been used in many settings, by many individuals. Some of the things that we have found that make it work best are:

- Sessions that last about 1 1/2 hours
- Consistent dyads from week to week, achieved by having sets of sessions (6-8 weeks works well, and then take a short break before starting again) - this gives time to form relationships, but doesn't feel like too much of a time commitment (PIWI also works great as a model for Early Head Start Socializations)
- Locations in which the room can be cleared between sessions, so that the materials available can support the particular developmental topic
- consistent group facilitators, who function as a team

While it may not be possible to achieve all of these, the more of these ideas that can be used, the better the groups will work, and the more the facilitators (as well as the parents and children!) will enjoy themselves.

II. Dyadic Interactions and Strategies



- 14
- Relationship Focused Practices...
- Relationships are *different* from interactions:
 - Have emotional connections
 - Endure over time
 - Have special meaning between the two people
 - Create memories and expectations in the minds of the people involved

15

Interact with a partner ...

Think about...
 What makes you want to “stay in” the interaction?
 What is your partner doing? What are YOU doing?

R. Show **Slide 13** to transition to the next section about Dyadic Interactions and Strategies. Explain to participants that we are now going to look more closely at the most important part of the PIWI Model - the parent-child relationship. The central role of the parent-child relationship guides how all of the other parts of the PIWI model work. Since participants have now seen the PIWI Philosophy, ask if they are beginning to see the importance of the focus on the parent-child relationships within the PIWI Model. Focusing on dyadic interactions, gives us a “window” into the parent-child relationship. It allows us an opportunity to learn more about individual dyads and better support the competence and confidence of each parent and child.

S. Display **Slide 14** to emphasize the difference between relationships and interactions. Ask participants to think about a “good” relationship that they have in their lives. What makes it a “good” relationship? Discuss how some of them probably thought of someone they have not known all of their lives – but rather someone they met along the way. Ask how their “good” relationship with this person developed. It began by interacting! It is through these interactions over a period of time that a relationship was formed. As shown on the slide, relationships have emotional connections, endure over time, have special meaning between the two people and create memories and expectations in the minds of the people involved.

Make the point that repeated interactions lead to fairly predictable relationships because the infant or toddler begins to know how the other person will respond to him or her. This pattern of responses creates the emotional connection that the infant has to the other person. Most adults respond to infants in predictable ways and they, too, form emotional connections when they repeatedly care for an infant.

T. Discuss how dyadic interactions (those involving 2 people) are a big part our everyday lives, but aren't something that we ordinarily spend much time thinking about.

1. Show **Slide 15** and have participants talk to the person next to them for 2-3 minutes about any topic they would like (family, vacations, what they did last weekend, etc.). As they talk, ask them to think about


what makes them want to “stay in” the interaction?
 What is their partner doing? What are they doing?

2. Ask participants to share what happened when they talked to the person next to them. What made the interaction enjoyable? What made them want to stay in the interaction? Point out that some of them probably knew the person sitting next to them, where others did not. The following questions (and sample responses) may be helpful in getting participants to share what happened in their interactions:
 - a) What did the speaker do? (examples: used signals for turn-taking, looked at the listener while speaking; attentiveness shown in body position, responsiveness to listener's questions).
 - b) What did the listener do? (examples: attentiveness as shown in body position, eye contact; asked questions or made comments; nodded to acknowledge; showed interest and enjoyment)
 - c) What fostered "the match"? (examples: turn-taking; sharing a common topic)

16

Characteristics of Mutually Satisfying Interactions

- Shared emotion
- Joint attention
- Predictability
- Reciprocity/Turn-Taking



U. Referring to the responses from above, use **Slide 16** to summarize the characteristics of mutually satisfying dyadic interactions:

1. **Shared emotion** – no matter what the emotion is, it feels great if the other person “tunes” into what we are sharing, what we are feeling – a shared laugh is wonderful; shared sadness is comforting.
2. **Joint attention** – the two partners are on the same topic; weaving together their contributions to the topic
3. **Predictability** – in a good interaction, we come to expect the kind of response we will get; we know what to expect, and this allows us to feel secure and competent in our interactions
4. **Reciprocity/Turn-Taking** – in a good interaction, neither person dominates; each turn is related to what happened just before - the interaction is “connected”

because the partners take turns listening and responding

Discuss how this usually happens without having to think about any of these characteristics. When things are going right, they happen very naturally. For example, we don't have to think: "Now I'll look at her and lean forward" -- humans are biologically programmed for interaction; as they are growing up, they internalize the ways of interacting that are appropriate to their culture -- and these become automatic. These things typically just happen!

17


Characteristics of Good "Interactors"

READABILITY!
READER-ABILITY!

- Sensitive
- Warmth
- Responsive
- Accepting


E. Show **Slide 17** and discuss that in order for this kind of interaction to occur, each individual must play his or her role. Each one must be "readable" (use clear signals), and also be a good "reader" (tuned in to the other's signals). All of this boils down to being sensitive, warm, responsive, and accepting of the other person. Stress the importance of this kind of naturally occurring interaction for building a relationship. If you are confident as a partner and the interaction is enjoyable and interesting - you are much more likely to want to interact with this person again and again – which can lead to developing a relationship with that person! If the interaction is not enjoyable, it is unlikely that you will look forward to future interactions or feel good about building a relationship with this person.

18



WHAT'S THE SAME?
WHAT'S DIFFERENT?

- **SIMILARITIES**
 - Shared "topic"
 - Multiple modalities
 - Alternating roles - attender/responder
 - Spontaneous, unconscious process
- **DIFFERENCES**
 - The topic
 - Most used modalities
 - Who keeps it going



F. Show **Slide 18** and point out that while we have been focusing on adult-to-adult interactions/relationships, the same things happen in adult-child relationships - good interactions and good relationships are dependent on and nurture one another! Discuss similarities and differences in adult-adult and adult-child interactions:

1. Similarities

a) In both cases, there is a "shared topic" - in the case of the adults, it is verbal content, an idea; when one partner is a baby, it is more likely to be a shared activity or an emotion. For the baby, clapping and the joy of the interaction are the topics. With even younger babies, the joy of interaction may be the **ONLY** topic -- we make funny faces and noises to make this happen!

b) Many modalities are used to share the topic

(e.g., verbal, visual, emotional expression); in adult-child interaction, the modalities used rely more on vision, sound, and emotional expression - the words are less important

- c) When two adults interact, both partners assume the roles of attender and of responder, and also alternate these roles. When one partner is an infant or toddler, the adult has to carry the responsibility of keeping the interaction going; it is the adult who has to watch, adjust and adapt depending on what the child is doing and feeling. This is a very important role for the adult!
- d) In both cases, the interaction is largely an unconscious process, and happens pretty automatically - some researchers say that we as humans are "pre-wired" for interaction with other humans (example: we tend to use high-pitched voices when interacting with babies, and low and behold, babies are especially attuned to high-pitched voices!)

2. Differences - As the child gets older, there will be gradual shifts in topic, modalities, and roles as the child gains experience and new skills as an interactive partner; until this happens, however, it will be up to the adults to adapt and match their interactions to the child. Adults have the ability to think about what is going on and to consciously change what they are doing to achieve a better match.

- V. Discuss how many characteristics seem to be "pre-wired" - we act differently with babies than with other adults. Not only that, we act in ways that attract babies and make them interested in us. This is very beneficial for the baby's development - it makes sense from a biological point of view.

There is a caution - while we all start with certain biological predispositions, those dispositions are shaped by our own life conditions and experiences. This makes our job harder as we work with each parent and infant/toddler, because there are many individual differences in what works to foster development in socially and culturally appropriate ways -- there is no one

19

What influences our interactions?

Adults are influenced by ...

- Health
- Gender
- Age
- Temperament
- Life conditions
- Mental health
- Previous history of interactions with children
- Knowledge of child's development
- Family structure (e.g., multiple children in family)

"right way." It is our job to reflect on and understand where differences in interaction may be coming from, so that we can better do our job of supporting parent-child interactions.

H. Show **Slide 19**, which outlines some of the many factors in adults that are related to normal individual differences in parent-child interaction (as well as in adult-adult interaction!). Using the notes below, pick 2-3 of the items to expand on in each section, depending on time. The point here is to raise awareness about why interactions might differ.

1. Adults are influenced by:

- a) **Health** – our general health can give us a high level of energy, and/or make us feel comfortable or uncomfortable – this can influence whether we even what to engage in an interaction, how much effort we put into it, and whether we are positive or negative about it.
- b) **Gender** – there is a lot of evidence that males and females interact with children in different ways. Adults interacting with babies are influenced by their own gender as well as by the gender of the baby.
- c) **Age** – our own age is very related to what we do with children (e.g., grandparents vs. young parents). We also interact differently with children of different ages.
- d) **Temperament** – our own temperaments (for example - whether we tend to be energetic or more slow moving, whether we quickly warm up to others or not, whether we are moody or even-tempered) will all influence how we engage in interactions.
- e) **Life conditions** - the safety of our neighborhood, the amount of social support we have, our financial health, the quality of our home all influence the level of energy and interest we bring to our interactions with others, including young children.
- f) **Mental Health** – interactions with others are

heavily influenced by how we feel about others. If we feel confident that others will respond to us and support us, we are more likely to be open and responsive.

- g) **Previous history of adult-child interactions** – each of us has a previous history with young children, whether it be at home or in the grocery store – what has worked or not worked in the past, and how this made us feel will influence whether and how we approach children; we are also influenced by our own interactions as children – what we experienced as children, what we learned to expect from interactions.
- h) **Knowledge of their child’s development** – people who understand how children think and feel will interact differently from people who have little understanding of children; a parent who observes and understands his/her own child’s abilities and dispositions will interact with the child sensitively and in a way that is supportive of development.
- i) **Family Structure** – when there are several children in a family, interactions with any one child will be affected; birth order may also make a difference
- j) **Culture** – every adult has grown up in a particular cultural environment that has shaped how he/she thinks about young children and interactions with young children. For example, some parents think that playing with babies is important for emotional development; others think that the most important thing to do is provide opportunities for babies to be with other adults and children.

20

Children are influenced by ...
 Health
 Age/developmental status
 Temperament
 State
 Previous history of interactions with caregivers

Dyads are influenced by ...
 Their history as a dyad
 Purpose of the interaction
 "The match"

2. Show **Slide 20** to discuss what children’s interactions are influenced by:

- a) **Health** – if babies are comfortable and feeling well, they will have plenty of energy to give to their interactions

- b) **Age and development** – the behaviors that babies bring to the interaction (e.g., language) will differ at different ages, as well as their interests and ways of interpreting interactions
- c) **Temperament** – like adults, babies have their own individual temperaments. Is this baby a generally happy one or a fussy one? Does she quickly make friends or is she slow to warm up? The baby's temperament will influence will influence how she approaches and responds to others.
- d) **State** – young children are especially influenced by their readiness for interaction at any moment in time. Are they alert or sleepy? Are they interested in getting fed, or in the interaction?
- e) **Previous history of interactions with caregivers** – like adults, babies develop mental images of interactions, based on previous interactions with others. These will influence how they approach new interactions.

3. Dyads are influenced by:

- a) **History as a dyad** – any two people, when they interact frequently, will be influenced by the nature of the relationship that has developed between them. If this is a familiar person, we already know something about that person and how she/he is likely to interact.
- b) **Purpose of the interaction** – we interact differently when the purpose is different. When our goal is to complete a task, our interaction looks different from when our goal is simply to enjoy one another. When a parent is supporting a baby's play with an object, the interaction looks different from purely social play.
- c) **The Match** – any two people bring their own unique characteristics to an interaction, and the match between them will influence how easy it is to engage and how they feel about one another. This can be very important when one partner is a parent and one is a young child. If


the parent is very energetic and the child is slow to warm up (or vice versa), the interaction may be more difficult than if they have the same kind of temperament.

Summarize with the following points:

1. It is important to be aware of how many things can influence the characteristics of parent-child interaction, to experience the interaction from the parent's point of view BEFORE we attempt to change these characteristics - as we put any two individuals together, each and every two-person dyad will look different
2. There is a very wide range in what works to create "the match" - and there is a wide range of what is "normal" in interaction - given interactions within the normal range of variation, children and parents will adapt to one another, will find pleasure in one another, and will gain competence and confidence in relationships.

21

Dyadic Interactions
What adults do...



- Set the stage for interaction
- Maintain child's interest and attention
- Establish reciprocal roles (turn-taking)
- Match and follow
- Support and Scaffold Learning

Handout 3

Dyadic Characteristics and Strategies: What Adults Can Do

Set the Stage for Interaction

- Position self and child so that mutual gaze and joint attention are possible
- Provide objects and events appropriate to the child's development and understanding
- Physically support the child if needed for interaction with others and objects

Maintain Child's Interest and Attention

- Establish a routine of interaction
- Match and follow
- Support and scaffold learning

Establish Reciprocal Roles (Turn-Taking)

- Establish a routine of interaction
- Establish a routine of interaction
- Establish a routine of interaction

Match and Follow

- Match and follow
- Match and follow
- Match and follow

Support and Scaffold Learning

- Support and scaffold learning
- Support and scaffold learning
- Support and scaffold learning

22

Set the Stage for Interaction

- Position self and child so that mutual gaze and joint attention are possible
- Provide objects and events appropriate to the child's development and understanding
- Physically support the child if needed for interaction with others and objects

- I. Show **Slide 21** to discuss characteristics you would see when observing responsive, supportive parent child interactions. **Slide 21** summarizes 5 things that adults typically and very naturally do as they interact with young children in a way that helps to create a match with the child's personality, temperament, interests and needs, and thereby supporting the child's social emotional development and learning.

- J. The next 10 slides (**Slides 22 – 32**) will help to define and then illustrate each of these characteristics. Refer participants to **Handout 3 – Dyadic Characteristics and Strategies: What Adults Can Do**.

- K. Show **Slide 22** which provides examples of ways that an adult can "set the stage" for interaction and increase the likelihood that a mutually pleasurable interaction might occur. Discuss bullet points:

1. Position self and child so that mutual gaze and joint attention are possible. Point out that we increase the opportunities for interactions when we position ourselves so that the child can see our face and we can see the child's face in order to better read their cues.

23



24



2. Provide objects/events appropriate to child's development and understanding. If objects are too hard or easy, not developmentally appropriate, or not interesting to the child - they might not want to stay in the interaction for very long creating a missed opportunity for an interaction.
3. Physically support the child if needed to allow interaction with others/objects. For example, in order to be face-to-face, the adult might use pillows behind a child who needs extra support and then sit across from the child in order to "set the stage" for an interaction to happen.

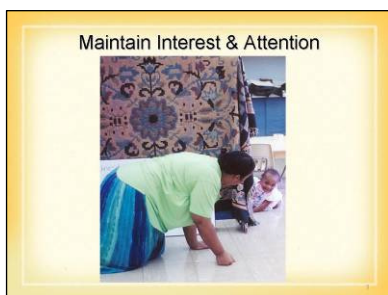
L. Show **Slide 23** as an example of *setting the stage*. Mom has set the "stage" by placing the infant in a position that puts them face-to-face. This position makes it easier for her to imitate what her infant does (vocalizations, facial expressions, etc.). Mom also uses the cushions from the sofa as a support for her child. Point out that there are no toys or objects. Mom uses herself as the "object" of the interaction. She has "set the stage" for a fun interaction to happen!

M. Show **Slide 24**, which provides examples of ways adults can maintain the child's interest and attention. Discuss bullet points (examples are provided for some of the bullets):

1. Establish yourself as an interesting/interested partner
2. Maintain warm, encouraging manner – pay attention to the tone and manner of your interactions
3. Provide clear emotional cues
4. Use novelty & exaggeration to capture interest – this is often referred to as "motherese" (e.g., heightened pitch, exaggerated intonation). This is also part of making yourself an interesting partner.

5. Be sensitive and responsive to the child’s emotional expressions – this is really important because we want to make sure that the child is not over stimulated from the interaction and that the adult begins to learn to read the child’s cues so that they can be more sensitive to the child’s responses as well as pace the interaction in a way that matches the child (as in #6).
6. Regulate pace in relation to child’s mood and emotional cues
7. Recruit child’s attention when unengaged or unfocused – for example, if an adult and infant are interacting and the family pet comes into the room and the infant turns his focus to the pet, the adult might say “You see Ralphie, don’t you?” and then try to pull the child back into the interaction. The adult would also pay attention to the child’s cues to make sure he is still interested in the interaction and make changes accordingly. Remember that the adult is trying to maintain the child’s interest in the interaction so the child has an opportunity to experience an interaction and begin to learn what to expect from interactions with the adult.
8. Introduce new focus or activity when needed – based on the example above, it is important for the adult to read the child’s cues and try a new focus or activity if the child is letting us know that they are no longer interested in the interaction. They may be ready to move on to something new or to take a break from the interaction.

25



- N. Show **Slide 25** as an example of **maintaining child’s interest and attention**. This mother obviously has her child’s interest and attention as they play peek-a-boo! She is using many of the examples discussed for maintaining child’s interest and attention – she is a fun, interesting partner and is demonstrating warmth, encouragement, and general enjoyment of her child. She is watching her daughter’s emotional signals so that she will know when she needs to “calm down” the interaction or provide some additional element of surprise to keep her daughter interested and involved. For example, she might decide NOT to pop out when her daughter expects it!

26

**Establish Reciprocal Roles
Turn-Taking**

- Respond to child’s initiations
- Establish predictable, reciprocal interaction routines
- Provide time for child to take a turn
- Let child know that a response is expected ... then WAIT
- Imitate ... then WAIT

O. Show **Slide 26**, which provides examples of ways adults can establish reciprocal roles or in other words - turn-taking! Discuss bullet points:

1. Respond to the child’s initiations. If the child makes a sound or vocalizes, we respond by imitating the sound or saying something back to the child. This helps the child to feel important and competent because when they make a sound, we copy the sound. They can make us do something!
2. Establish a predictable interaction routine (I take a turn, you take a turn) -- when we play “I take a turn, you take a turn” games, it becomes part of an established routine; children love repetition and it helps them to learn what to expect from our interactions.
3. Provide time for child to take a turn.
4. Let the child know that a response is expected...then wait. For example, the adult might imitate the child’s vocalization and then say “your turn” and wait for a response.
5. Imitate and then wait – keep the turn-taking interaction going by continuing to imitate and then waiting for a response.

27



P. Show **Slide 27** as an example of establishing reciprocal roles. This mom is playing a turn taking game with her son by rolling the ball back and forth through the tunnel. She is also saying “my turn” and “your turn” as they play the game! These kinds of games help to establish a routine of “I take a turn, you take a turn”.

28

**Match and Follow
Wait, Watch and Then Join in**

- **Wait** and **watch** to see what the child is interested in, how/what the child is playing and then **join** the child’s play by following their lead and matching their focus of attention/interest
- Comment on child’s activities and interests
- Acknowledge child’s emotions

Q. Show **Slide 28**, which provides examples of ways adults can match their child’s level of understanding or interest and then follow their child’s lead. Point out that if we don’t match the child’s level of understanding or interest, he/she might not want to stay in the interaction. Matching and following is also a great way to build competence and confidence. The child feels important when we follow their lead and build on what they are interested in! Discuss bullet points.

1. **Wait** and **watch** to see what the child is interested in, how/what the child is playing and then **join** the child’s

29



30

Support/Scaffold Learning

- Elaborate on child's communicative attempts
- Add new actions and elements to established interaction routines
- Balance support (e.g., suggestion, demonstration) with opportunity and expectation for independence
- Pose "dilemmas" for child to solve

play by following their lead and matching their focus of attention/interest.

2. Comment on the child's activities and interests.
3. Comment on the child's emotions. For example, "That barking dog really makes you laugh! He is pretty funny!"

R. Show **Slide 29** as an example of match and follow. In this example, this child is very interested in the trampoline – not jumping on it, but checking it out/figuring out how this "new object" works! Mom is following her child's lead as she leans over to look to see what her child is looking at. She comments on the trampoline and supports what he is interested in.

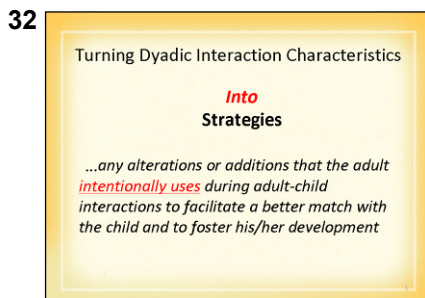
S. Show **Slide 30**, which provides examples of ways adults can support and scaffold their child's learning. Once adults match their child's level of understanding or interest they can then try to scaffold their child's learning by trying an activity at a higher level and supporting their child in being able to successfully complete the task. Discuss bullet points:

1. Elaborate on child's communicative attempts. For example, if the child is playing with a dog and shows it to his mom and says, "dog." Mom could elaborate by saying, "Yes, I see the brown dog!"
2. Add new actions and elements to established interaction routines. For example, if the child is playing with a calf, the adult might bring the "mama" cow over and say, "Little calf, what are you eating?"
3. Balance support (e.g., suggestion, demonstration) with opportunity and expectation for independence. Try different ways of elaborating on the child's play. For example, the adult might suggest that the child make a fence to put the animals in and then see how the child responds. Or the adult might start building a fence and say, "I think we should build a fence to put the animals in so they will be safe. What could we use to build the fence?" And then wait to see how the child responds.
4. Pose "dilemmas" for child to solve. For example, the adult might say, "Oh no, the horse got out of the fence!"

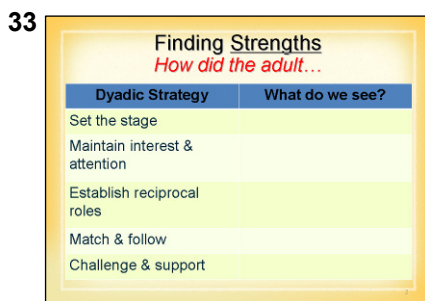
What are we going to do?"



T. Show **Slide 31** as an example of supporting/ scaffolding learning. Once we are sure that we have matched the child's developmental level and interest, we can challenge him/her to grow by adding a new element (an action, an object, a new word!) to what is familiar. In this example, this child is very occupied with "putting things in," using the material that the adult has just demonstrated. Because he's having a trouble handling both the box and the cotton balls, the adult is steadying the box for him, thereby helping him go beyond what he could do alone. She is also talking to him about "in and out," building his understanding of what he is doing as well as giving him words and building concepts.

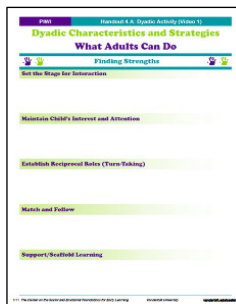


U. Show **Slide 32**. Discuss how in order for us to help adults become more conscious of these characteristics, the PIWI model builds on these naturally occurring dyadic characteristics by turning them into "strategies." As adults become more conscious of these strategies, they can use them to adjust their interactions with children to create a better, more responsive match.

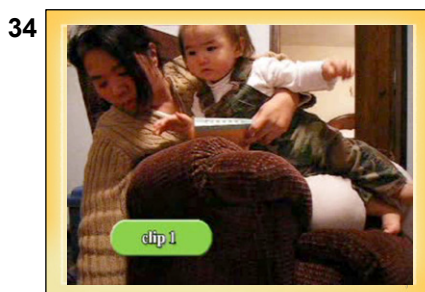


V. Show participants **Slide 33** and tell participants that we are going to practice looking at dyadic interactions and strategies! Ask participants to look at **Handout 4a – Dyadic Activity (Video 1)**. Tell participants that in order to provide an opportunity to see how the strategies look within the flow of an interaction, they will be watching a short videotape of a parent-child dyad.

Handout 4a



W. Show **Slide 34 and watch Videoclip 1**. The videoclip shows a mom and 14-month old reading books together. Give participants a few minutes to write their observations and then as a group share. Remind participants to look for strengths and watch how the adult uses the dyadic strategies. Below are some possible observations:

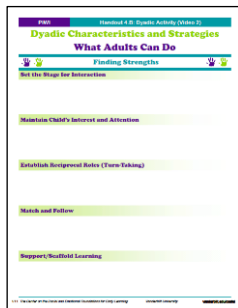


1. Set the stage – position works well for reading books together, mom can see child's face, books selected are appropriate for child
2. Maintain child's interest and attention – mom used fun voices when reading the books to make the interaction fun and engaging, mom paid attention to the child's cues, mom paced the reading/interaction based on

child’s response and cues.

3. Establish reciprocal roles – mom gave clear cues that it was child’s turn when time to turn pages, the interaction while reading the books showed pieces of turn-taking – mom would read and then pause (mom’s turn) then child responded by pointing, vocalizing, pretending to eat the cheerios, etc (child’s turn) then mom would read again and pause.
4. Match and Follow – mom did a great job of following her child’s lead, mom would label and comment on child’s interest, allowed time to follow lead based on how child responded.
5. Support and challenge – turning pages – mom would pull the page up a little so the child could successfully grasp the page and turn it.

Handout 4b



X. Now tell participants that we are going to watch another videoclip of a mom and child playing together. They will watch the videoclip, record their observations on **Handout 4b – Dyadic Activity (Video 2)** and then discuss at their tables before sharing with the group. Show **Slide 35/Videoclip 2** and give participants a few minutes to record their observations and then talk at their tables. After a few minutes, ask participants to share their observations with the group. A few suggestions are listed below. Tell participants that we will come back to this dyad a little later. They should save their notes.

35



1. Set the stage – mom changed positions several times to be in a good position to have face-to-face interactions with her child, developmentally appropriate toys
2. Maintain child’s interest and attention – used fun voices/sounds to get child’s attention and keep her in the interaction, made noise to pull child back into the interaction, mom paid attention to child’s cues
3. Establish reciprocal roles – mom held the bird and said – “tweet, tweet, tweet” and then paused for child to respond – child reached out for the bird and then mom repeated – “tweet, tweet, tweet;” at one point mom pretends to take bites of object and then holds the

36

The PIWI Philosophy

1. The importance of supportive, responsive relationships
2. Building on the strengths of the dyad
3. Supporting confidence, competence, and mutual enjoyment

III. Triadic Interactions and Strategies

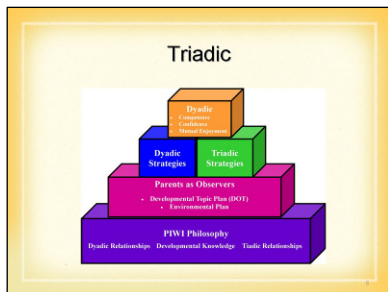
object toward the child and says “your turn” and then says “my turn;”

4. Match and Follow – mom followed her child’s lead, when child would switch from one toy/activity - mom would switch her focus, mom built interactions around objects child was interested in, mom imitated child’s vocalizations
5. Support and challenge – mom guided her child’s hand to feel the different objects in the book; mom labeled objects for child

- Y. Show **Slide 36** to summarize key features of the PIWI Philosophy that we have covered up to this point. Participants can look back at Handout 1 if they want to look at the philosophy again.
1. The importance of supportive, responsive relationships
 2. Building on strengths (for child, parent, and facilitator - building on what they already know and do)
 3. Supporting confidence, competence and mutual enjoyment (by providing opportunities, recognizing strengths, and providing new information and skills for achieving competence). In PIWI, much of this is related to helping parents observe and interpret their child's development.
- Z. Summarize this section on the "dyadic characteristics/strategies" by discussing how learning to recognize dyadic characteristics/strategies can help us focus on the strengths of interactions with individual parent-child dyads and determine what ELSE might help the dyad feel competent and confident and enjoy one another. When we help parents to consciously adapt their interactions to better match their child, we will be building on the natural strengths of the parent-child relationship - essentially, we will be helping the parent to tune into and follow their child's lead. Let’s now look at the triadic strategies we can use to help us as facilitators!

Introducing Triadic Strategies

37



38

A Parent's Voice ...

... They (the PIWI facilitators) would compliment what I was doing. It made me feel like I was doing something really well."

39

My "Help-Giver"

1. Think of something you have been wanting to learn about
1. Imagine that you have found someone who will come to your house to help you accomplish your goal -- he/she can come many times if needed.
1. List 2-3 things that you would **NOT** want this person to do during these times with you ... write these down.

A. Remind participants that we have been talking about the parent-child relationship as the core of the PIWI Model. We also saw how characteristics of positive parent-child interaction can be turned into "strategies" that adults can use to achieve a better responsive, interactive match with the child. Explain that we are now going to continue to talk about relationships and practices, but this time we will be focusing on what **we as facilitators DO** as we interact with parent-child dyads to support their interactions and relationships even more directly.

B. Show **Slide 37** to refer back to the PIWI Building Blocks and point out the triadic block. Make sure that participants understand the difference between dyadic and triadic. Dyadic refers to two people (parent and child, other caregiver and child, facilitator and child, etc.). Triadic refers to three people (parent-child dyad and the facilitator).

C. Show **Slide 38**, which shows another quote from a parent. This quote captures much of what PIWI is all about - the parent is talking about both the dyadic and the triadic relationships - **HOW** we interact with parents is as important as what we **DO**. That is what we will be talking about now.

D. Show **Slide 39** and explain the activity by following the directions on the slide. Wait 3-4 minutes for participants to write their responses. Ask one or two volunteers to share what they want to learn or want assistance with, and then ask everyone to share a "don't do." Go around the group, with each person adding a new one. Continue until everyone is satisfied that their important "dонт's" have been captured! Summarize their thoughts by highlighting some of their points. The notes below are examples of typical responses. Use these to expand on their ideas if needed. Please don't...

1. do it for me
2. talk down to me
3. assume that your goal is my goal
4. tell me what I need to know before I know what I need to know
5. assume that we have a common language
6. just tell me – show me
7. push your values on me
8. tell me I should already know this

- 9. tell me it is going to be really easy (I might not think so)
- 10. compare me to others
- 11. have an agenda without my input
- 12. make me feel incompetent

E. Discuss how the "don'ts" often make us feel incompetent and lacking in confidence; we are also likely to not want future interactions with this particular help-giver, since the experience probably wasn't enjoyable or affirming. Remind participants about the important connection between interactions and relationships that we talked about earlier- positive, supportive interactions lead to positive, supportive relationships! Tell participants that it is always good to think about the 3 key PIWI outcomes – “Have I set this up in a way that supports competence, confidence, and mutual enjoyment!”.

40

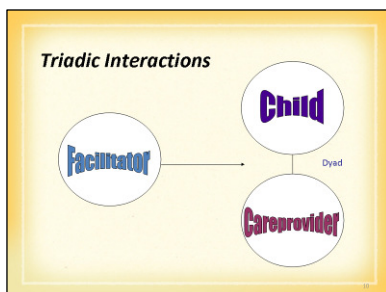
MY “HELP GIVER” ...

- **Content ...**
 - respects my agenda
- **Process ...**
 - uses my preferred learning style
 - matches where I am
 - changes as I change
- **Relationship**
 - is sensitive, responsive, positive, respectful

F. Show **Slide 40** to summarize their points by discussing how they wanted their “help giver” to respect their agenda, use their preferred learning style, match where they were at, change as they changed and be sensitive, responsive, positive and respectful! Discuss the following key points:

1. These same considerations provide important guidelines for our own interactions with families; this may be even more important and harder to achieve in our work with families than it is in our own example, because we are looking at parent's competence and confidence in their role as parents.
2. How we interact with parents may be the most important ingredient. Are we supporting their competence and confidence through our interactions? Does our tone of voice encourage or discourage?
3. Remind participants that the parent-child dyad is at the top of the PIWI pyramid, with the other blocks all designed to support this dyadic interaction.
4. The focus of the “triadic approach” that we will talk about in this section is to support parent-child interaction in ways that promotes competence and confidence in parents, and promotes building positive interactions and relationships with their children.

41



G. Show **Slide 41** to remind participants that when we talk about “triadic relationships” - we are talking about the

facilitator, the parent, and the child. The strategies that we will discuss are used within this triadic relationship -- we call them the "triadic strategies." Note that two primary relationships in the intervention triad are emphasized in the triadic approach:

1. The first is the relationship between the parent and child - which is what we want to support, expand on, and enhance
2. The second is the relationship between the facilitator and the parent-child dyad as a unit – the primary role of the facilitator is to support the dyad. This is accomplished primarily through interactions with the parent because it is the parent who can reflect on his or her own behavior.

Defining the Triadic Interaction Strategies

42

What are triadic strategies?

Triadic Interaction Strategies are those...
 used by the facilitator **during parent-child interactions** to **expand and build** interactions that are **pleasurable** for both partners and **supportive** of children's development, while also **recognizing and strengthening the natural competence of parents** as they interact with their children.

A. Display **Slide 42** showing the definition of a triadic strategy; discuss the definition and emphasize the most important words, which are underlined. It may be useful to write the underlined portions of this definition on chart paper to leave up for the remainder of the session.

43

Triadic Strategies

- Establish a Dyadic Context
- Affirm/Acknowledge Parenting Competence
- Focus Attention
- Provide Developmental Information
- Model
- Suggest

B. Tell participants that they probably already use many of the strategies that we will be talking about. The reason for naming the strategies is to give us a way to become conscious of what we already do, to expand beyond what we already do, and to think about what we do in a more purposeful way -- to use our "interaction styles" as "strategies." To do so, we have to become more conscious of what the strategies are in order to recognize them in ourselves.

Handout 5

C. As shown in **Slide 43**, PIWI has defined 6 "triadic strategies" as a guide to help facilitators think about what they can DO and SAY to support pleasurable, positive parent-child interactions that promote competence and confidence. We will look at definitions of each one in more detail, and also use pictures to talk about how they might be used.

D. Use **Slides 44 - 55** and **Handout 5 – Triadic Strategies** to go over the definitions and examples of each strategy.

44

The Triadic Interaction Strategies

Establish a Dyadic Context...

Elements of the environment are arranged to increase the probability of developmentally matched, mutually enjoyable parent-child interaction

45

Establish a Dyadic Context...



46

The Triadic interaction Strategies

Affirm/Acknowledge Parenting Competence...

Developmentally supportive interactions are warmly recognized and expanded upon, as are characteristics of child competence

47

Affirm/Acknowledge Parenting Competence...



48

The Triadic Interaction Strategies

Focus Attention...

Aspects of the interaction are commented upon, expanded, or questioned in order to draw the parent's attention to particular competencies or actions in themselves or the child

49

Focus Attention...



1. Show **Slide 44** and read the definition of "Establishing a Dyadic Context" – which basically means that we are going to have activities and materials that the parent and child can do together. Then show **Slide 45** and use it to provide an example of how this strategy is illustrated in this situation. The facilitators have set up a developmentally appropriate environment with an activity that parents and children can enjoy together. They have turned a refrigerator box into an enticing material with doors, windows, holes and bright colors. They have also put out a variety of puppets in various locations around and on top of the box so that they are easily accessible for parents and children to interact and have fun together while they play!
2. Show **Slide 46** and read the definition of "Affirm/Acknowledge Parenting Competence". Then show **Slide 47** and use it to provide an example of how this strategy is illustrated in this situation. The facilitator comments to the parent, "Wow, Ryan really knows the animal sounds! You can tell that you spend a lot of time playing with him and saying the animal sounds so he can learn them. That is great!"
3. Show **Slide 48** and read the definition of "Focus Attention". Explain that the key words here are "**in order to**" - the child is doing something that is showing his developmental competence, and you are going to point it out to the caregiver (focus attention), who may not recognize that this is what is happening. In addition, focus attention may also be used to "focus" the parent's attention back on their child. Use **Slide 49** as an example. Dad was reading a book to his daughter, but she was unable to see the book and did not stay engaged. Dad continues to read the book missing the child's cues. The facilitator might say, "Kylie seems to really like it when you read to her. I wonder what would happen if you move a little closer to her so she can see the book and look at the pictures with you?"
4. Show **Slide 50** and read the definition of "Provide Developmental Information". Then show **Slide 51** and use it to provide an example of how this strategy is illustrated in this situation. As Tristan and his dad play together, the facilitator comments on how Tristan explored the new material in the sand table (the

50

The Triadic Interaction Strategies

Provide Developmental Information...

Information about the child's developmental agenda is given by verbally labeling or interpreting the child's emotional, cognitive, language, and motor abilities within the context of play and interaction

51

Provide Developmental Information...



52

The Triadic Interaction Strategies

Model...

Dyadic interaction roles are *momentarily* taken on by the facilitator

53

Model...



54

The Triadic Interaction Strategies

Suggest...

The facilitator provides parent with specific suggestions for something to try with their child

55

Suggest...



facilitators usually have sand in the table, but had removed the sand and put green colored water in the table). She pointed out to Dad how curious Tristan was and how he immediately noticed that something was different. He first stuck one finger in to feel the water/check it out, and then he looked at dad to make sure it was ok to touch it. Dad put his fingers in the water, which made him feel like it was safe to play with the water. Then he started playing with the boats and other materials in the water! Then she tells Dad that that is exactly what they had been talking about earlier – that sometimes you have to show them that it is ok to play with a new material – that it is safe!”

5. Show **Slide 52** and read the definition of "Model". Point out where the definition says “momentarily taken on by the facilitator.” Ask participants why they think the word “momentarily” is in the definition. Explain that when we model, we typically take over the parent’s role with the child. In the PIWI model, we want the parent to be the primary interactor with their child. So when you use the triadic strategy – model – be sure to model and then quickly pull the parent back into the interaction! Show **Slide 53** and use it to provide an example of how this strategy is illustrated in this situation. In this example, the facilitator is modeling scooping, dumping and stirring the pasta with the child. She then says to the child, “Why don’t you give mom the spoon so she can help us stir the pasta!”
6. Show **Slide 54** and read the definition of "Suggest". Then show **Slide 55** and use it to provide an example of how this strategy is illustrated in this situation. The picture shows the facilitator and child. Mom has been sitting back and not really interacting with her child. The child has been sticking his head in the tunnel, but has been a little hesitant to go through the tunnel. The facilitator says to mom, “Mom, since Trey is a little hesitant to go through the tunnel, I wonder what would happen if you go to the other end of the tunnel so he can see you. He might feel safer if he sees you at the other end and he might try going through the tunnel!”

E. Show **Slide 56** to draw attention to a couple of things participants need to notice in general about the triadic strategies:

56

Triadic Strategies
Least to Most

- Establish a Dyadic Context
- Affirm/Acknowledge Parenting Competence
- Focus Attention
- Provide Developmental Information
- Model
- Suggest



1. As you go **down** the list, each strategy adds a little more support to the dyad’s interaction. For example, “establishing a dyadic context” might be nothing more than putting out a favorite toy that parent and child enjoy, while “model” and “suggest” provides much more support with respect to what the adult can do.
2. As you go down the list, you are also taking on more of the parent’s role and becoming more directive. Because of this, there is a danger that the strategies further down the list may also be perceived as more intrusive by the parent. Remember that the further down we go on the list, the more support we are providing - the more we are deciding what the dyad should be doing; think of this as taking on some of the parent's role, making decisions for them.
3. Although we were adding more and more support (or direction) to the interaction as we went down the list of triadic strategies, what is **NOT** seen in these strategies is directly telling the parent what to do -- this would not be used in PIWI unless the parent had asked for this kind of information, unless it was needed for safety reasons or unless the developmental level of the parent was such that you needed to provide more directive information and modeling.

F. Continue showing **Slide 56** and discuss the following points:

1. Keep in mind that in order to use triadic strategies in a way that is both supportive and helpful and that supports competence and confidence, the facilitator has to always try to **balance** the amount of support needed with the amount of support that will be perceived as helpful!
2. It is a good rule of thumb is to use the LEAST supportive strategies most frequently, and the MORE supportive strategies least frequently -- this is because if we provide TOO much support, we run the risk of also appearing intrusive and taking over the role of the parent.
3. The trick to using the triadic strategies is to provide ENOUGH support, but NOT TOO MUCH -- this requires that we as facilitators become very conscious

of what we are doing and continually adjust our support. It will look different depending on the dyad, and it will look different from moment to moment within an interaction, depending on what is happening. Using one's professional judgment ("best guess"), one would choose the strategy that is highest on the list that would also provide enough support to assist the dyad to achieve an enjoyable interaction and feel good about themselves. Remember what we wanted from our OWN "help-givers"! All of the strategies, even the most supportive, leave the next move up to the parent, respecting the parent as the primary caregiver/interactor.

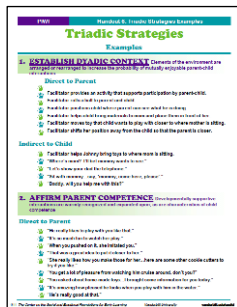
57

Two approaches to "softening"

- Use the child's voice
- Use indirect statements
 - "I wonder what would happen if you ..."
 - "Sometimes he seems to like it when you ..."
 - "Some children respond if you ..."
 - "Yesterday I saw you ..."

G. Show **Slide 57** and discuss how when we DO feel that the appropriate level of support is to make a suggestion, we can still do this in a way that is more respectful of the parent. There are basically two easy ways to "soften" our support.

Handout 6



1. The first approach is to speak through the child - interpreting the child's perspective to the parent. Refer participants to **Handout 6 – Triadic Strategies (Examples)**, which shows additional examples of each of the triadic strategies. Notice that each one can be used in either of two ways: by speaking directly to the parent, or by speaking to the parent through the child, using the child's voice. Give participants time to look over the handout. Ask if they have any questions or thoughts about this approach.

2. Another way to soften our language is to make our statements less "direct" - by using more "indirect" language (use examples on slide).

58

"So... these are the triadic strategies?
Well... I already do all of these things!!!!"

H. Show **Slide 58**. Acknowledge that many participants may be thinking that they already use these strategies, and they are probably right! Remind them of our discussion when we introduced the triadic strategies (The reason for naming the strategies is to give us a way to become conscious of what we already do, to expand beyond what we already do, and to think about what we do in a more purposeful way -- to use our "interaction styles" as "strategies." To do so, we have to become more conscious of what the strategies are in order to recognize them in ourselves.)

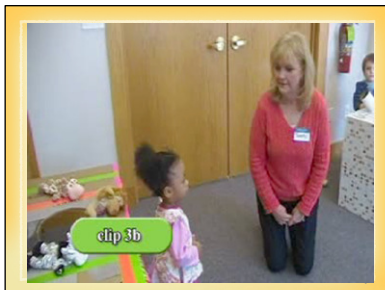
59



Handout 7



60



61



- I. What is different about the PIWI model is thinking of them as "strategies," and then using them thoughtfully, based on what we know about the particular dyad -- using them in order to support the dyad, based on our best judgment of what will be helpful and welcome at that point in time, what will make that dyad feel competent and confident, and enjoy one another.
- J. Show **Slide 59/Videoclip 3a** as an example of a facilitator using triadic strategies. Ask participants to use **Handout 7 – Triadic Strategies Activity** to record any triadic strategies they see the facilitator using as they watch the video. After watching the video, ask participants to share what they observed. Possible observations might include facilitator modeled playing a back and forth game with the child; suggesting mom roll the ball (by asking if mom wanted to come and roll the ball); facilitator positioned herself behind mom; facilitator says “let’s see what he will do – he’s waiting (focusing mom’s attention); facilitator laughing and having fun with the dyad.
- K. Show **Slide 60/Videoclip 3b**, which shows another example of a facilitator using triadic strategies. Participants will continue to use **Handout 7** to record observations. After watching the video, ask participants to share what they observed. Possible observations might include facilitator asks child if she can show mom how she can go through the opening as a way to focus mom’s attention and get her involved; when child tries to give the puppet to facilitator – she suggests the child give it to mom; facilitator moves with child because child is afraid to go in the box as mom has suggested she do; facilitator comments “through the child” to label the child’s feelings for mom - “I don’t know about this one!”
- L. Show **Slide 61/Videoclip 3c**, which shows another example of a facilitator using triadic strategies. Participants will continue to use **Handout 7** to record observations. After watching the video, ask participants to share what they observed. Possible observations might include facilitator asks mom what the child likes, facilitator comments that child is exploring the balls (ties what child is doing to the DOT); comments that he probably picked that toy because he likes balls; facilitator models a game with the toy; facilitator says “let’s see if mom can shake it for you; facilitator moved behind mom so the focus is more on mom and child; once the game gets going – the

62



facilitator moves back around to comment; facilitator says “that’s a great game – you take a turn, he takes a turn;” everyone seems to be enjoying the interaction; mom says “I never thought about doing it that way”

- M. Show **Slide 62** to review again the two primary relationships that are the focus of the PIWI model. To implement triadic strategies, we have to think about "the match" at two levels simultaneously:
1. The match between parent and child, where we can use the "dyadic strategies" to help us focus on the interaction and how it can support competence and confidence in the child, as well as enjoyment of the parent as a social partner -- this match is achieved when we are responsive to and respectful of the child's abilities, needs, and preferences.
 2. The match between the facilitator and the dyad, where we can use the "triadic strategies" as a way to support the dyad in a way that then supports the parent's competence, confidence, and enjoyment of the child -- but because adults are more complicated, sometimes it is harder to know how to achieve this match
 3. Tell participants that we will now look at how to link these two sets of parallel strategies together.
- N. Remind participants that the primary reason for using the triadic strategies is to support the dyad. In particular, we are trying to achieve competence, confidence, and mutual enjoyment for each partner, and to increase the probability that the parent-child interaction will provide the best developmental environment for the child. One of the ways we do this is by noticing and building on strengths in the parent-child interaction. The "dyadic strategies" that we looked at earlier can help us do this.

Remind participants that we talked about using the dyadic characteristics as strategies that adults use to support high quality interactions with children. They have the definitions of the dyadic strategies in **Handout 3** if they would like to refer back to them.

These are the things we will be looking for as we work with parent-child dyads – in general, we focus on the strengths that we see. When we see them, we can use the triadic

strategies to support them; when we think that more of some characteristics might lead to greater competence, confidence or mutual enjoyment, we can use the triadic strategies to enhance them. In general, we want to take a strengths-based perspective, looking for what is happening that seems to be working, and building from there - just as we wanted our own “help giver” to do! This does not mean that we can't help parents learn new ways of interacting with their children -- just that, in the process, we also notice, respect, and expand on what they are already doing well!

63



O. Show **Slide 63/Videoclip 4** and tell participants that we are going to watch a video of a dyad to practice linking dyadic and triadic. Ask participants to use **Handout 8 – Linking Triad to Dyad** for this activity. This form will help us think about the strengths of the dyad and which triadic strategies we might start with to support the dyad's competence and confidence. Show the video and ask each table to focus on the dyadic strengths of the dad. Ask participants to share their dyadic strengths as you list them on chart paper. Now ask participants to talk to their tables about how they might use the triadic strategies to share these strengths with dad. Have participants share what they might say to dad. A few examples are listed below:

Handout 8

PIWI Handout 8: Linking Dyadic to Triadic				
Dyadic Strategies	Strengths	Focus	Triadic Strategies	What Strategies Will You Use?
Setting the Stage			Establish Dyadic Context	
Maintain Interest and Attention			Affirm Parenting Competence	
Establish Reciprocal Roles			Focus Attention	
Match and Follow			Provide Developmental Information	
Challenge and Support			Model	
			Suggest	

- Dyadic Strengths:** Dad's tone and manner is very warm and encouraging and he was sensitive to his daughter's cues (**maintain interest and attention**) and he is on the floor with her (**set the stage**); **Triadic Strategies:** You might say to dad – “You do such a great job interacting with her. You are on the floor with her so she can see you and your tone of voice is so warm and encouraging (**affirm parenting competence**). When you do that it helps her feel safe and it really encourages her to explore, play and try new things (**provide developmental information**).
- Dyadic Strength:** Dad followed Rochelle's lead when she switched her focus to another toy. He also does a lot of commenting on what she is doing (**match and follow**). **Triadic Strategies:** You might say to dad – “You seem to really know Rochelle and pay attention to what she is trying to tell you(**affirming parenting competence**). For example, when she lost interest in one toy and changed her focus to the pop up toy, you

followed her lead and switched to what she was interested in. That is a great way to make her feel important and to let her know that she has an effect on her world. It helps her feel loved and special! **(focus attention & providing development information)**”

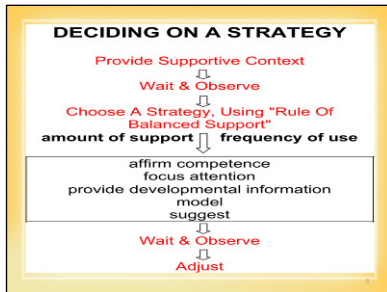
- P. Point out to participants that now that we have looked at dyadic strengths and how we might use some of the triadic strategies, they are now going to pick 1 area that they might work on with this dyad. They should think about and select an emerging strength that they would want to support and enhance – something that they like to help dad do more of or do differently to strengthen competence, confidence and mutual enjoyment of both dad and child. Give participants time to discuss this at their table.

One area to work on that builds on number 2 from above, would be to try to get more back and forth/turn taking going on between dad and Rochelle (**dyadic strategy – establishing reciprocal roles – turn-taking**). Dad does a great job following Rochelle’s lead, so building on that strength, we could ask dad what he thinks might happen if he tries to set up a turn-taking game with Rochelle using the pop-up toy. You could point out that she really seemed interested in that toy so it seems like a good toy to use. To set up the turn-taking game, dad might show Rochelle how to open the top and then say, “Your turn, Rochelle’s turn” and wait to see what she will do before he does anything. To get the interaction going, you might say, “So let’s give it a try and see what happens!” As dad and Rochelle try the turn-taking game, you would use the triadic strategies to support competence, confidence and mutual enjoyment!

- Q. Remind participants that within the PIWI model it is very important for us to look for and build on strengths even when we are working with dyads that it may be hard for us to see strengths.
1. One of the major goals of PIWI is to create feelings of competence and confidence in the parent and child.
 2. We are always looking at what works for this dyad - and there will be many individual differences among dyads -- what is it that helps this particular dyad achieve a match?

3. As we learned from the activity about our own "help-giver," building on what we already know, do, and believe makes good sense from the point of view of how adults learn! Looking for strengths helps us figure this out for particular parent and child dyads.
4. Notice that even though there are 2 partners, it is the adult who has to think about and change the interaction to better match their child- the goal is to enhance the match, but the way we do this is through the parent. One major way we approach this process in the PIWI Model is through using the "triadic strategies."

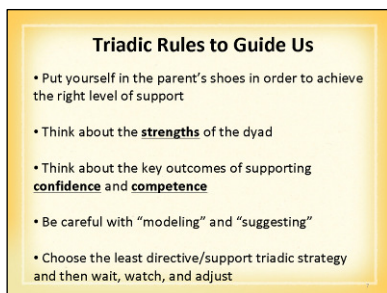
64



R. Summarize by using **Slide 64** to remind participants that when we are deciding which triadic strategies to use we should always wait and observe, then choose a strategy to try, wait and see what happens and then re-adjust! Emphasize the following points:

1. The triadic strategies will differ depending on the information we have about the dyad -- we work to match their strategies to the circumstances of the dyad AND to what they were observing at a particular point in time.
2. There is no "right answer" - their choices represented their "best guess" about what might be helpful for this particular dyad in this particular situation.
3. When we use triadic strategies, we have to continually strive to balance the amount of support that we think the dyad needs with the frequency with which we use a particular strategy.

65



S. Summarize with **Slide 65**. These are some guiding principles that summarize what we need to remember about triadic:

1. Put yourself in the parent's shoes.
2. Think about the strengths of the dyad – what can you support?
3. Remember the key outcomes of competence, confidence, and mutual enjoyment for parent and

child.

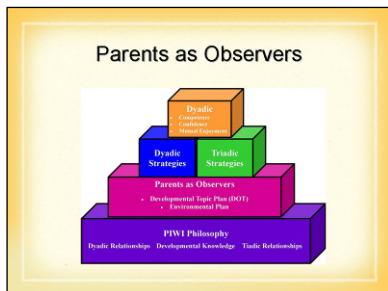
4. Be wary of “model” and “suggest”, the most directive strategies – they have some possible negative consequences.
 5. Choose the least directive strategy that seems helpful: then wait, watch, and readjust.
- T. Tell participants that every facilitator has her/his own style. Some find it hard to model and make suggestions because they find it too intrusive, while others find it easier to model and suggest than to comment and acknowledge -- the challenge is to be able to use ALL of the strategies, and to apply them in a thoughtful way depending on the situation and the dyad.

Challenge participants to think about their own strengths and needs with respect to using the triadic strategies. Which strategies do they feel comfortable with? Why? What do they already do well? Are there strategies they don't currently use? What can they work on using more of? How?

Discuss some possible ways to work on using triadic strategies - examples: audiotape/videotape themselves to find out which strategies they DO use; practice a new strategy each week so that they can get comfortable with it; practice a "strategy a week" as a team, so that they can catch each other using it and can comment on it.

IV. Parents as Observers: Developmental Observation Topics

66



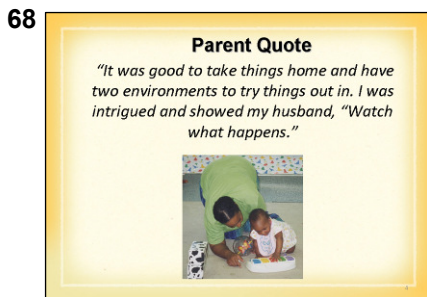
- A. Show **Slide 66** and explain that in this section we are going to talk about Parents as Observers. There are two parts to the Parents as Observers section: Developmental Observation Topics (DOTS) and creating responsive PIWI environmental plans. We will start with discussing the role of Developmental Observation Topics (DOTs) as an organizer for parent-child group sessions/home visits. Show participants the Parents as Observers block on the PIWI building blocks.

Remind participants that we have talked about the parent-child relationship (dyad) being at the core of the PIWI philosophy, how the philosophy is translated into practice, strategies that adults can use to achieve better interactive



matches with their children and strategies (triadic) that we can use as facilitators to support positive parent-child interactions and relationships.

Display **Slide 67**. Tell participants that we will continue to think about how we can support parent and child competence, confidence and mutual enjoyment (the three PIWI outcomes) through the use of DOTs. Explain that while many programs talk about and use developmental information with parents, in PIWI, using DOTs allows us an opportunity to expand on developmental information and to help parents learn what developmental information means in relation to their child. It helps parents learn what their child is like (the focus is on “What I’m Like!”) and how they can best support their child’s development!



Show **Slide 68**, which shows another quote from a parent. This parent captures the importance of having a focused DOT and the excitement of “watch what happens” when she observes her child trying an activity based on the Developmental Observation Topic (DOT)! She learns something new about her child and her child has a chance to show mom what she can do! Mom is so excited about what she saw her child doing at the PIWI group, that she goes home to show her husband – “watch what happens”!



B. Show **Slide 69** and discuss why we focus our observations in PIWI. Explain that focusing our observations gives us an opportunity to become better observers and interpreters of children’s development. As we become better observers and interpreters of the child’s development and perspective, we are able to be more sensitive and responsive to the child, which in turn helps us to better “match” the child and support their development.

Ask participants to think back to when they first started learning about child development. That was a lot of information to learn and understand! But, the more opportunities they had to observe children and the more they saw development in “action” - the easier it probably was for them to understand, interpret and support development!

Tell participants that the ideas we are going to be



70

Why Parents as “Observers”?

<ul style="list-style-type: none"> • Benefits to Parents • Better understand what their child is like • Experience pride in what their child can do • Better understand their role in supporting their child's development • Gain confidence in supporting their child's development and learning • Have fun with their child! 	<ul style="list-style-type: none"> • Benefits to Children • Practice and demonstrate what they can do • Expand what they already do, know & feel • Gain confidence and feel good about themselves • Have fun with their parent(s)!
---	--

discussing in this section are supported by research on adult-child interaction and its relation to children’s development and learning. Most importantly, these ideas can be used as the framework for a concrete way to accomplish PIWI’s major outcomes – supporting *competence, confidence and mutual enjoyment* between the parent and child.

C. **Activity - Before** showing **Slide 70**, which talks about the benefits of parents as observers, have participants work with the people at their table and think about the benefits that this kind of approach might have for children and parents. Divide the group into halves and assign one half to think about the benefits for children and the other half to think about the benefits for parents. After about 5 minutes, have participants share some of their responses with the group.

Building on the participant’s responses, review **Slide 70** and discuss the outcomes that PIWI believes will come from using this approach. Participants should notice how similar these benefits are to the ones that they came up with on their own! Explain that “Developmental Observation Topics” are a way of achieving these benefits. When parents observe their children’s interactions, they gain greater understanding of their child’s development. Through focused observations, parents also gain a greater appreciation of their own role in supporting their child’s development. Interactions are enhanced when parents are “tuned into” their child’s development. When we focus our attention on specific questions, it is easier to see what we are looking for! In fact, parents attending PIWI groups have really liked the DOTs because they know what their role is in the play group, they know what they are supposed to be observing as they play with their child and they have told us that they always learn something new about their child! Tell participants that using DOTs also has benefits for facilitators because they provide a concrete way to structure parent child groups as well as home visits.

Summarize by reminding participants about what you mentioned earlier when you introduced this section of the training. Many programs provide parents with developmental information. The PIWI Model goes beyond general knowledge of development. In PIWI, the goals are to provide opportunities for parents to become better

71

Definitions...

A Developmental Observation Topic (DOT) is

*...an aspect of children's development that is selected as an **organizer** for parents' observations, based on parents' concerns and interests and on children's developmental agendas, as stated from the child's point of view*

*...a **framework** for planning environments and activities that support parents' observations and understanding of their children's abilities, inclinations, needs, feelings, and of the influence of physical and social environments on how children express their development.*

72

Sample DOTs
(from the child's perspective)

Forming close and secure relationships
How I interact with adults (social play)
How I interact with other children

Experiencing, expressing, and regulating emotions
What I'm like (temperament)
How I communicate my wants and needs

Exploring the environment and learning
How I let you know what I'm interested in
How I explore my environment

73

Developmental Observation Topics
Where do ideas for DOTs come from?

- Knowledge of child development
- Children's development and interest
- Parents' Concerns and Interest
- Activity Books
- Characteristics of materials



observers and supporters of their own child's development. An understanding of their child is essential if they are to be sensitive responders to their child's interests and needs. When parents understand behavior from their child's perspective, responsiveness and appropriate support are more likely. In PIWI, developmental observation topics are the primary means of assisting parents to become better observers of their child's development and learning style.

- D. Display **Slide 71** and explain the definition of a "DOT". Highlight that DOTs are used as an "organizer" for parents' observations and that they are based on parents' interests and concerns and on children's developmental agendas. Also highlight that DOT plans are used as the "framework" for planning environments and activities that support parent's observations/interactions and understanding of their child.
- E. Display **Slide 72** to give participants some examples of DOTs. Point out that all of the DOT examples are built around the Major Elements of Social Emotional Wellness in Infancy (forming close and secure relationships; experiencing, expressing, and regulating emotions; exploring the environment and learning). Explain to participants that this shows only a few ideas – the possibilities for potential DOTs are limitless! Make sure participants notice that all of the DOTs are developed from the child's perspective. The topics shown are ones that were used successfully many times in past PIWI sessions. This list should give them a lot of ideas for topics that would be appropriate for observing children from birth to three!

Point out that DOTs can represent what children can do, how they do things, why they do things and how adults can support their children's development. Tell participants that good DOT plans can be used and re-used many times with different parent-child dyads. This is because children develop similarly to one another, and because many parents have similar interests and concerns. Facilitators can develop a resource bank of favorite DOTs that can be used over and over again. The trick is to select and modify topics that match what is important for particular children and families.

- F. Show **Slide 73** to discuss where ideas for DOTs come

Handout 9



from. There are five primary sources for ideas for DOTs. These are discussed below.

1. Discuss how we use our knowledge of child development. Ask participants to look at **Handout 9 – What I Am Like** as an example of child development from the child’s perspective. Each age range is organized around the following categories: How I Understand (which describes the child’s cognitive development, including how children play and explore; My Feelings, which describes the child’s social and emotional understanding; and How I Communicate, which describes language and communication. The last section, I Need, gives concrete ideas for how adults can support children in being successful in the above areas and for moving to the next level. Needs include both physical needs (interactions with objects) and social needs (interaction with others). This handout can help define behaviors that parents can observe, thus – possible DOTs! The trick to thinking of DOTs is to use the stem “How I…” (from the child’s perspective), and then to look at a resource like this one – ideas just seem to pop out!

2. Tell participants that another approach relies on the child as a source of ideas (child’s developmental agenda and interest). We use our own observations of children to think about what are they “working on” developmentally and what they are interested in. These observations will give us great ideas for DOTs that match the children in the group!

3. Another primary source of ideas for developmental topics is parents’ interests and concerns. For example, a child’s parent might be concerned because her child did not like to play with anyone but her (Mom)! So, the facilitators planned the DOT – *How I interact with others when you are close by* - in response to the parent’s concern. During the parent-child observation/play time, the facilitator tried playing with the child while mom stood close by and supported her child. It made Mom feel really good to see her child happily playing with another adult. She learned that if she stayed close by, her daughter was more willing to play with adults and children.

4. Still another source of DOTs is using activity books

that have ideas and activities for infants and toddlers around developmental areas. Read this example taken from an activity book: Hide something that your baby likes as your baby watches. Act surprised and pleased when she finds it. Then hide the same thing when she isn't looking (but in an easy place). Help her look for it and find it. Again, act surprised and pleased when she finds it. Now hide it again and see what she will do (12-18 months). Ask participants how this could be stated as a developmental observation topic? Examples might include almost any topic related to exploration, problem solving or emotional expression.

5. The last on the list is characteristics of materials. Tell participants that almost any material or activity can be used as an opportunity to observe children's development, thus they can be used to develop DOTs. Point out the tube box that is pictured on **Slide 73** as an example. Ask participants what types of things children might do with the tube box. For example, as children play with this material (tube box), parents could observe them doing or learning any of the following: which objects fit in which tubes; object permanence (what goes in the top will come out the bottom); imitation of peers; sharing of materials; and much more! The tube box can also accommodate a range of children because children of different ages and abilities could each interact with it in their own way and still provide meaningful observations for their parents. Possible DOTs based on this material might be; exploration, peer interaction and communication. Homemade materials like this one are a good way to bring novelty into children's everyday environments, and often elicit new, interesting behaviors for parents to observe. Many parents have made their own tube box for their child to have at home!
6. Discuss how almost any material or daily event can be thought of in this way – what is it that children would do in this situation? How can we state their emerging abilities and inclinations as developmental observation topics? Tell participants that once they begin to think about topics, many ideas will start to occur to them! The trick is to state these topics from the child's perspective!

74

Observing Developmental Differences Within a DOT <i>How I explore my environment</i>	
0-4 months	watch, listen, touch, bang, hold, move
4-8 months	repeat interesting actions, bang, shake, mouth
8-12 months	try actions to see results, bang together, use some objects as intended
12-18 months	imitate actions, combine objects, activate switches, use trail & error
18-24 months	pretend, represent daily actions & roles, symbolic play, ask questions
24-36 months	Pretend, use appropriate actions with objects, ask questions

G. Show **Slide 74** as an example of a form that will help them plan DOTs across age ranges. For example, if our DOT is *How I explore my environment* and we know that a 4 month old likes to watch and touch as a means of exploring and a 12 month old likes to combine objects and bang objects – then that helps us know what kind of toys and materials we need to have available in the environment so parents can observe how their children explore.

75



H. Display **Slide 75** to discuss that it is important to keep in mind as we develop DOTs that cute is not enough! It is great to have cute and engaging activities/materials – but they need to be linked to the DOT!

76

Typical PIWI Schedule for a Parent-Child Group	
GREETING/WELCOME	10 min.
Arrival	
Informal Conversation	
Hello Song	
OPENING DISCUSSION	15 min
Sharing	
Introduce Developmental Observation Topic	
The "Guess"	
PARENT-CHILD OBSERVATION TIME	25 min
SNACK	15 min
PARENT-CHILD SONGS & GAMES	10 min
CLOSING DISCUSSION	15 min
Sharing What Happened	
Carry Over to Home	
GOODBYE SONG	


I. Show **Slide 76** to remind participants about the PIWI schedule that we discussed earlier. We are now going to discuss how to embed DOTs across the PIWI schedule.

1. Explain that during the **Greeting and Welcome** time, facilitators might talk about the DOT from the last group and ask parents if they tried anything at home. Facilitators can also point out something a child is doing as it relates to the DOT for today's group – "Look at Juan, he is trying to get Katie to roll the ball with him. That is a great example of our topic for today - How I interact with other children!"
2. Explain that it is during the **Opening Discussion** time that parents are introduced to the DOT for the day, why it is important, what materials will be available, etc. After facilitators introduce the DOT and explain how the environment will be set up, parents are asked to **"guess" or "predict"** what they think their child might do or like best. Parents have a lot of fun trying to guess what their child might do and then seeing what happens. It is a great way to get parents to really pay attention to what their child does. This is also a great strategy to use on home visits. Remind participants that it is really important for parents to feel safe in the group before they feel comfortable "guessing" what their child might do. It is critical that parents understand there is no right or wrong answer. We don't know what the children will do, we are just making our best guess based on what the children like and what they have done in the past. You can write

the “guesses” on chart paper and then go back to them at the closing discussion to see what happened. If you have a really quiet group, you can give each person an index card and they can write down their guess and put it in their pocket. At the beginning of the closing discussion, ask parents to look at their cards and see if their child did what they expected or completely surprised them! Our experience has been that as parents become more comfortable with the “guess,” they really enjoy it! If parents don’t respond when asked to guess – just say “Well, let’s go play and see what they do!”

3. During parent-child observation time is when parents and children play together and parents observe what their child does based on the DOT. Materials and activities used to support interaction & observation are set up to match the DOT. Parents & children interact with materials & activities; parents observe responses; facilitators join in, observe & use triadic strategies to support interactions & observations.
4. Explain that if it is appropriate, snack can also be related to the DOT. For example, if the DOT is *How I explore things that are familiar to me and things that are new to me*, then raisins, bananas and cookies might be used as a snack since they have different textures – a great way to explore! In addition, informal discussions during snack often yield ideas for future DOTs.
5. The next part of the schedule is **Parent-Child Songs and Games**. If appropriate, songs & games may be related to the DOT. For example, if the DOT is *How I interact with you around books* and animal books are used, you could transition from snack to the central area by jumping like a monkey, swinging your “trunk” like an elephant, etc... Another example would be the DOT - *How I let you know that I like something*, you could try different songs and games and see what the child does to let the parent know that the child likes it and wants them to keep going or the child does not like it and wants them to stop.

Parent child songs and games are also a great time for parents to teach everyone their child’s favorite songs and games. This is a way to honor the different

77 Opening Discussion 

Introducing the DOT:
 "Today we are going to talk about how our children let us know... This is really important because..."

Asking Questions:
 "How does your child let you know...What does your baby do when..."

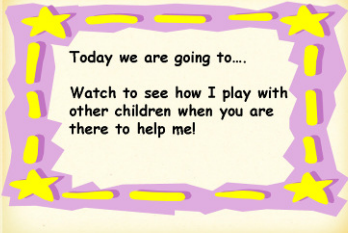
Making a Prediction/Guess:
 "Today we will have these materials/toys... What do you think your child will..."

78 Closing Discussion

What happened?
 "Did your child do what you thought they would do or did they do something completely different? Did anything surprise you? What happened when you...?"


Main Points
 "We saw children doing a lot of different things today... but they all had their own ways of showing us... We can support our children by..."

Carry-over to home

79 


Today we are going to...

Watch to see how I play with other children when you are there to help me!

80 

Focus for the Day!

Watch to see how I let you know that I like a toy or activity

81 MY JOURNAL 

LOOK WHAT I CAN DO!

WATCH ME SHOW YOU HOW I...

*PLAY WITH TOYS/MATERIALS THAT ARE NEW TO ME

*PLAY WITH TOYS/MATERIALS THAT I AM FAMILIAR WITH

WHAT DID I DO?

Handout 10 

cultures that might be represented in the group. And, it is fun to learn different songs and games!

6. During the **Closing Discussion**, parents share what happened when they played with and observed their children based on the DOT. Facilitators also share their observations, interactions and links to development. Facilitators summarize observations by relating them to main points of the DOT. Parents and facilitators talk about similar observations that could be made during everyday routines & events at home. Parents & facilitators then discuss the observation topic & focus for the next session.

- J. Display **Slide 77 and 78** to show examples of what facilitators might say during opening and closing discussions.
- K. Show **Slides 79 and 80** as examples of what some PIWI groups have posted at the door of the group so as parents come in they know what the DOT is. If a parent and child arrive after the opening discussion, they still know what the DOT is and the parent will know what to observe about her child. This is also a nice reminder that there is a "focus" for the PIWI group!
- L. **Slide 81** shows an example from a program in Chicago. The parents asked for a form that they could fill out at the end of each group to record what they learned about their child. Facilitators would take pictures of the dyads during the group so they could be attached to the form. This was a great idea! At the end of the group, parents put the sheets together into a journal so they had a record of what their child had done across the PIWI groups. Tell participants that **Handout 10 – Watch What I Can Do** is an example of a form they might use.

M. Show **Slide 82/Videoclip 5** as an example of a PIWI group. Tell participants that you are now going to watch a video of a PIWI group to demonstrate what PIWI looks like "in action." The videotape is divided into the sections of the PIWI schedule. After each section, ask if participants have questions or comments before moving to the next section. Below are a few examples to help facilitate the discussion:

1. **Welcome and Hello Song** - hello song had both

82

Greeting/Welcome

Opening Discussion

Parent-Child Observation Play

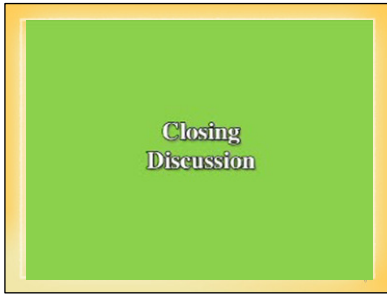
Snack Time

Transition

Parent-Child Songs & Games

parents and children’s names to reinforce keeping the dyad at the center of all we do; parents and children were together; the schedule was discussed;

2. **Opening Discussion** – toys were available in the environment for children to play with so parents could participate in the opening discussion; facilitator talked about how the DOT came from what parents had mentioned about their children on the home visit before the group began - which supports the competence of parents; DOT was introduced to parents; parents were asked to share what they already knew about how their child explores at home; how the environment was going to be set up was explained so parents could “guess” what their child might like best;
3. **Parent-Child Observation Play Time** – parents and children looked like they were having fun together; parents were with their children; parents were trying to follow their child’s lead; facilitators were mingling around the room supporting dyads, commenting, and using triadic strategies but did not take over dyads; materials in the environment supported the DOT of exploration with familiar vs. new materials;
4. **Snack** – shows how you could tie the DOT into snack time when appropriate; parents are with their children; showed how parents participate in conversation; facilitator asked the parents how their children explore new foods – good way to focus attention and promote participation; parent’s competence was supported;
5. **Transition** - shows facilitator using bubbles to entice children and parents back to central area; facilitator asks child if he wants to see if his mom wants to blow bubbles and then hands bubbles to mom; facilitator points out that the bubbles worked well in getting everyone back to central area so parents see the strategy that was used;
6. **Parent-Child Songs and Games** - facilitator says – “everybody find your mom” to once again promote parent and child together!; parents and children suggested songs to sing as opposed to facilitators suggesting songs; parents showed how they sing the songs with their children; looked like everyone was having fun;



7. **Closing Discussion and Good-Bye Song** – facilitator opens discussion by restating the DOT focus and then asking parents what happened; parents participated; parents and children together; toys/materials available for children to play with so parents can participate (you really couldn't see this in the video because children had moved the toys to play with them!); facilitator supported parent's competence by telling her that she used a good strategy by staying close by (which again reinforces parent-child piece); parents participates and seemed comfortable sharing; talked about carry-over to home; good-bye song had parent and child's names.

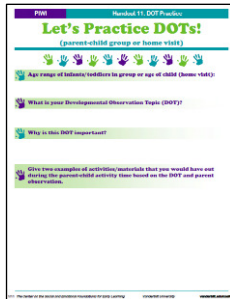
89

Let's Practice!

- Age range of infants/toddlers in group or age of child (home visit):
- Decide on a Developmental Observation Topic
- Briefly discuss why this DOT is important
- Give two examples of activities/materials that you would have out during the parent-child activity time based on the DOT and parent observation.

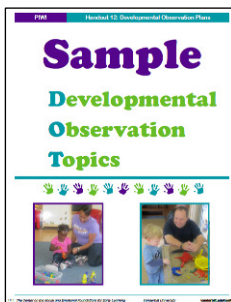
N. Show **Slide 89** and tell participants that they probably have a good idea of what DOTs are at this point – so we are now going to practice! Ask them to look at **Handout 11 – DOT Practice**. Working with the people at their table, they should develop a DOT and 2 activities that would support parents in observing their child around the DOT. After participants have completed this activity, ask a few tables to share their DOTs and activities. This is a great way for people to get ideas for more DOTs!

Handout 11



After the DOT practice activity is completed, ask participants to look at **Handout 12 – DOT Samples** which is a resource for them with several completed DOTs. Remind them that these are just examples. They will need to adapt these to better “match” the children and families in their groups. Point out the format of the DOT examples to participants (shows the DOT and what parents will be observing, general ideas for the environment, opening discussion, suggestions of things parents can try with their children, the prediction, ideas for the parent-child observation-play time, ideas for transitions and closing discussion).

Handout 12



O. To summarize - Remind participants that DOTs are primarily about organizing what we do with children and families in a way that leads to the key PIWI outcomes of confidence, competence and mutual enjoyment. DOTs help ensure that our practice is consistent with what we believe about children's development and about families' critical roles in development and learning. In this section, we have defined DOTs, looked at the steps for developing a DOT, reviewed an example of a DOT and saw a DOT “in action.” About the only thing we have not done yet is develop a DOT. Explain that they will have a chance to

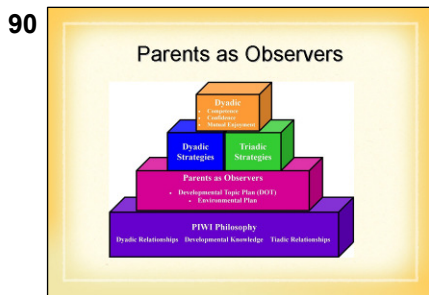
V. Parents as Observers: Creating Responsive PIWI Environments

practice developing a DOT later!

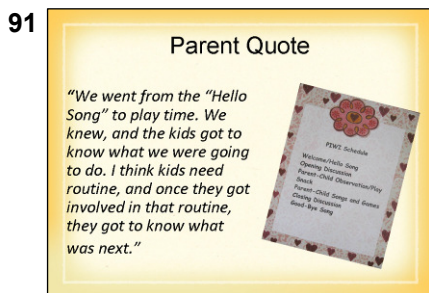
P. Transition by saying that you are now going to talk about the importance of environments in putting PIWI into action!

A. Explain to participants that in this section we are going to be talking about environments and the role environments play within the PIWI Model. Have them think about places they have been where the environment was one that made them feel uncomfortable. What was it like? What made them feel uncomfortable? Now have them think about places they have been where they felt competent and confident. What was that environment like? How was it different from the one that made them feel uncomfortable? PIWI environments should be planned in a way that supports the 3 primary outcomes of PIWI that were talked about earlier: competence, confidence and mutual enjoyment.

B. Display **Slide 90** and point out the PIWI Environment Block of the PIWI Building Blocks (part of Parents as Observers). We have talked about all of the other blocks except PIWI environments. That will now be our focus. Explain to participants that this section will describe important elements of the PIWI environment and how these elements support competence, confidence and mutual enjoyment.



C. Show **Slide 91**, which shows a quote from a parent who participated in a PIWI group. This quote reminds us of the importance of the careful thought that goes into the planning of the PIWI environment. The quote also reinforces how the environment and parts of the schedule are designed to support competence and confidence in both children and parents.



D. Show **Slide 92** and explain that when we use the term “environment”, it may mean different things to different people. What do we mean when we refer to a PIWI environment?

- 92
- A PIWI Environment...
- is carefully planned
 - changes from moment to moment based on the engagement of child(ren) and parent(s)
 - supports competence, confidence and mutual enjoyment in all parent-child dyads
 - includes consideration of 4 environmental elements:
 - schedule
 - space
 - materials
 - roles

1. The PIWI Environment....

a) **Is carefully planned** – if you want PIWI groups or a home visits to be successful and

accomplish the goals that you have in mind, you have to plan!

- b) **Supports the PIWI Philosophy** – both in general and in relation to individual parent-child dyads.
- c) **Changes from moment to moment** – for example, in a PIWI group if parents and children don't seem to be engaged with the environment – the environment is changed based on what is happening. Facilitators are always observing to make sure that the environment is supporting all parents and children.
- d) **Supports competence, confidence and mutual enjoyment**– these 3 key PIWI outcomes are achieved because environments are set up in specific ways to accomplish specific outcomes. We are constantly asking ourselves – have we set this PIWI group up in a way that supports competence, confidence and mutual enjoyment.
- e) Includes the following key environmental elements, all working together: **schedule, space, materials, and roles.**
 - 1) **Schedule** - the sequence of activities in the PIWI group (as shown on the typical PIWI schedule we looked at earlier)
 - 2) **Space** – the amount of space that is available and the way space is arranged. It is the organization of materials and the deliberate placing of materials to move people through the room and schedule.
 - 3) **Materials** – developmentally and individually appropriate materials and equipment. Note that the use of a variety of responsive materials chosen to allow parents to observe their child based on DOT (commercial as well as homemade, novel vs. familiar favorite toys) supports enticement and engagement of child as active learners. Having responsive materials increases the

93



probability of children being successful and feeling competent and confident. Likewise, materials that are responsive to parents' goals for their children and that support cultural beliefs about childhood and appropriate child rearing increases the likelihood that parents will be successful and feel competent and confident in their parenting role.

- 4) **Roles** – who will do what and when, including what parents and children do and what facilitators do to support them.

E. Use **Slide 93** to show participants that the characteristics of a well planned PIWI environment are the same as the characteristics that the literature indicates are linked to child competence. Use the Presenter's Notes to expand on these characteristics; note that each of the characteristics applies to the physical environments (time, space, materials), and also to the social environment (people):

1. Warm – good environments make the child (and parent!) feel accepted and valued
2. Predictable
 - a) Physical environment – the schedule and the use of some familiar objects and activities (like the “hello song”) allows children and parents to feel secure, competent and confident. Children can anticipate and predict and then experience success in their prediction
 - b) Social environment – predictable adults allow children to feel secure because they can anticipate the kind of emotional response that they will get, and their emotional energies can go into exploring and learning.
3. Developmentally Matched

- a) physical environment – the environment is enticing and encourages exploration by making appropriate objects and events available and safe.
- b) social environment – interactions are appropriate to language, emotional understanding and cognitive understanding

4. Responsive – good environments respond to children’s actions and imitations

- a) physical environments – objects and equipment foster an emerging sense of competence by allowing the baby to be successful and to see that she has an effect.
- b) social environment – adults in the environment are good readers of the baby’s emotions and intentions and provide the support that the baby needs to interact and explore.

Emphasize that each element of the environment is carefully considered when planning a PIWI session, and that all elements are important parts of the whole: without any one of them, there would not be a whole!

94

PIWI Environment Matrix

- Schedule
 - Greeting/Welcome
 - Opening Discussion
 - Parent-Child Observation/Play Activities
 - Snack/Informal Conversations
 - Parent-Child Songs & Games
 - Closing Discussions
 - Transitions
- Purpose of Environment
- Equipment/Materials
- Space
- Facilitator Roles

Handout 13

PIWI		Handout 13: PIWI Environment Matrix			
	Purpose of	Equipment/	Space	Facilitator Roles	
PIWI Environment Matrix	Schedule	<ul style="list-style-type: none"> 1. facilitate activities to be done 2. use objects for a central goal 	<ul style="list-style-type: none"> 1. create and organize high interest activities for children and “host” them to play 2. provide only a few materials to be used throughout the session 3. use objects that have a sensory quality 4. use some other objects on the room, to keep children interested during the session 	<ul style="list-style-type: none"> 1. a clearly defined area of the room that the children can see 2. a central area open enough for children and parents to gather and for children to play with each other 	<ul style="list-style-type: none"> 1. welcome children and parents as they enter the room 2. talk to participants with children and parents 3. change the objects as necessary
	Greeting/Welcome	<ul style="list-style-type: none"> 1. make parents and children feel welcome & comfortable, with some familiarity if possible for the day group 2. provide a transition into the opening discussion 	<ul style="list-style-type: none"> 1. provide a few materials to be used throughout the session 2. use objects that have a sensory quality 3. use some other objects on the room, to keep children interested during the session 	<ul style="list-style-type: none"> 1. a clearly defined area of the room that the children can see 2. a central area open enough for children and parents to gather and for children to play with each other 	<ul style="list-style-type: none"> 1. welcome children and parents as they enter the room 2. talk to participants with children and parents 3. change the objects as necessary
	Opening Discussion	<ul style="list-style-type: none"> 1. create a shared interest in the central area & materials 2. use objects that have a sensory quality 3. use some other objects on the room, to keep children interested during the session 	<ul style="list-style-type: none"> 1. provide a few materials to be used throughout the session 2. use objects that have a sensory quality 3. use some other objects on the room, to keep children interested during the session 	<ul style="list-style-type: none"> 1. a clearly defined area of the room that the children can see 2. a central area open enough for children and parents to gather and for children to play with each other 	<ul style="list-style-type: none"> 1. lead discussion, explain developmental observations and participate in discussion 2. help children engage and understand in central area 3. make activities to be done in the room fun and interesting to the children
Transition					

F. Tell participants that you will now give them the opportunity to see how the same environmental elements work together within the context of a PIWI parent-child group. Show **Slide 94** and **Handout 13 - Environment Matrix** and introduce the PIWI Environment Matrix. This is a multi-page matrix. Tell participants that the matrix addresses the **purpose** of each segment of the schedule, and the materials, space, and facilitator roles that support this purpose. For example, discuss the “greeting/welcome” part of the schedule as an example to show participants how to use the matrix. The purpose of the “greeting” part of the schedule in a parent-child group setting is to allow time for the children to acclimate or re-acclimate to the room, to draw the dyads to a central part of the room in preparation for the first activity, and to make parents and children feel welcome, comfortable, and ready to play and participate. In order to accomplish this purpose, inviting materials need to be appealingly placed within a central area (space) in the room. The materials should “invite” children to play, We need to look at the materials through a child’s eyes – does this look

welcoming and fun? Does it entice me to come to the central area and check it out? There should be enough toys for everyone, but not too many – this time is for “easing in” and will be followed by relatively quiet play during the discussion.

In a parent-child group setting where there are two facilitators, one facilitator might stand at the door and greet the children and parents as they enter and the other facilitator would be in the central area talking and playing informally with the children and parents as they settle in. With three facilitators, one might be completing last minute preparations, or also be in the central area to welcome children and parents (roles).

- G. Remind participants that “transitions” are included after each segment of the schedule. As they probably know from their own experience, transitions can be one of the hardest parts of any schedule! If they look at the final row on their handout, they will see that environments that support transitions also have a purpose!
- H. Summarize by showing **Slide 95 and 96**. This “Big Picture” slide provides a nice summary of developmental observation topics and environments. What children are working on developmentally and what parents are concerned and interested in - should match – the developmental observation topic - which should then help create - the design of the environment and the content of the discussion – which should support and promote - parent observation of their child and parent-child interaction – which should support – the three PIWI outcomes of competence, confidence and mutual enjoyment.

95

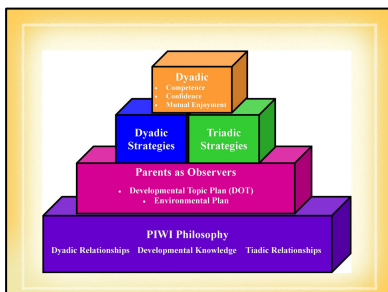
THE BIG PICTURE
 What infants and toddlers are working on developmentally and interested in
 &
 Parent Concerns and Interests
should match the
 Developmental Observation Topic (DOT)
which should create the
 Environment and Discussion
which should support and promote

96

Parent observation
 &
 Parent-child interaction
which should promote
COMPETENCE
CONFIDENCE
MUTUAL ENJOYMENT

V. Parents as Observers: Creating Responsive PIWI Environments

97



- A. Show **Slide 97** and explain that we are now going to think about the PIWI Model and what it looks like on a home visit. Point out that all of the blocks are the same for home visits as they are for the parent-child playgroups. Everything that we have talked about in relation to playgroups also applies to home visits (philosophy, dyadic, triadic, DOTS). Share with participants that it is often easier to plan home visits because you are focusing on one dyad as opposed to many dyads across different

98

PIWI Schedule for a Home Visit

GREETING	10 min.
Arrival	
Informal Conversation/Checking in	
OPENING DISCUSSION	15 min
Sharing what happened since last visit	
Introduce Developmental Observation Topic	
Take a "Guess"/Predict	
PARENT-CHILD OBSERVATION TIME	20 min
PARENT-CHILD SONGS & GAMES	10 min
CLOSING DISCUSSION	10 min
Sharing What Happened	
Activities to try before next visit	
GOODBYE SONG/ROUTINE	

99

Picture this...

- Picture a typical home visit
- Think about what happens from arrival to departure
- Now take **"you"** out of the picture
- Ask yourself – "If I am taken out of the picture, can the strategies suggested still occur?"
- Remember to keep the parent-child relationship at the **center** of everything you do!

(Keilty, 2010)

100

Katie and Allie

Katie's Interests/Concerns	Allie's Interests/Abilities
<ul style="list-style-type: none"> • Allie <ul style="list-style-type: none"> – isn't rolling over and sitting up – puts everything in her mouth – cries when she wants or needs things, "she's spoiled" – Is not sleeping through the night • Katie wants to learn songs and games to play with Allie 	<ul style="list-style-type: none"> • Explores objects by mouthing • Prefers objects she can grasp (such as small balls) • Expresses wants and needs by crying, smiling, cooing, reaching
	Katie & Allie's favorite routines
	<ul style="list-style-type: none"> • Bath time • Listening to music

ages in playgroups!

B. Show **Slide 98**, which shows an example of a typical PIWI home visit. Note the similarities to the playgroup schedule.

C. Show **Slide 99** and have participants think about the questions on the slide. Point out that this is really important to remember as we think about our home visits. Remind participants that the PIWI philosophy supports keeping the parent-child dyad at the center of everything we do. If we are the primary interactor with the child during our home visits – what are we leaving that dyad with when we walk out the door? We only have a short time with families during the birth to three period, so we want to make the most of this time by keeping the parent-child dyad at the center of our practices and always asking ourselves if our home visits are being implemented in a way that supports and promotes competence, confidence and mutual enjoyment of the dyad.

D. Show **Slide 100** and tell participants that they are going to look at some information from an initial home visit with a mom and child and try to figure out what some potential DOTs might be for the next home visit. Explain that the mom (Katie) is 17 years old and the child (Allie) is 7 months old. Katie and Allie are currently living with Katie's parents who expect her to be the primary caregiver for Allie. Have participants look at the information on the slide. Briefly go over the 2 columns on the slide. The first column shows Katie's concerns and interests. Mom is concerned that Allie isn't sitting up like some of the babies in her teen mom high school program childcare. She also said that it really drives her crazy because Allie puts everything in her mouth! Mom stated that she thinks Allie is very spoiled and that she seems to cry a lot. She is also not sleeping through the night. Mom said that she and Allie really enjoy music and that bath time is usually a fun time for them. She would like to learn some fun songs and games to play with Allie. Now look at what we observed about Allie during the home visit. Mom was right – Allie likes to put everything in her mouth – which we would expect! She was playing by grasping small objects and expressed her wants and needs by crying, smiling, cooing and reaching.

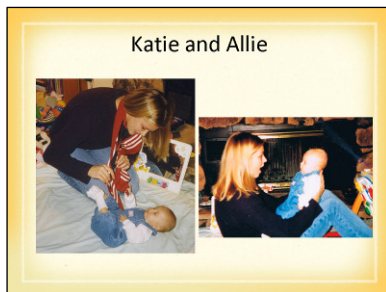
Now tell participants to work at their tables and come up with at least 2 potential DOTs (based on the information

from the slide) that we could use on our next home visit with Katie and Allie. Have participants share some of their ideas as you write them on chart paper. Some possible DOTs might be:

1. How I explore (gives us a positive way to help mom better understand why Allie is mouthing everything!)
2. How I communicate my wants and needs (provides a positive way to address mom’s concern that Allie is spoiled and cries a lot)
3. How I move and get around (addresses mom’s concern that Allie is not sitting up yet – gives us a chance to look at what she is doing)
4. How I show interests in objects/people (provides a fun way to help mom figure out Allie’s cues – what she is trying to tell us and address mom’s request to learn fun games to play with Allie)

E. Point out that knowing parent’s interests and concerns helps to narrow the range of topics that might be most appropriate to get started. Notice how the developmental observations topics emphasize what she does, not what she does not do! DOTs provide a way of turning concerns into a positive understanding of development, stated from the child’s perspective, and stated as part of an overall developmental agenda.

101



F. Now show **Slide 101** as an example of a DOT that was used with Katie and Allie. The DOT was *How I show you that I am interested in an activity*. This DOT was chosen because Katie was having a hard time reading some of Allie’s cues and she stated that she would like to learn some fun games to play with Allie. This was a fun DOT to get Katie to try some activities/games with Allie and see what happened! For example, one of the activities was developed around the fact that Katie told us that she and Allie really enjoyed listening to music (and they had a tape player and cds, so these were materials they had available in their home!). Katie tried holding Allie and as the music started, she would rock and gently bounce Allie on her knees. When the music stopped, she would stop bouncing and then wait to see what Allie would tell us. Would she let us know that she wanted to do the activity again or would she give us a cue to say she was ready to stop? This was a great way for Katie (and the home visitor) to learn some of Allie’s cues and the activity was fun for everyone!

- G. **Note to trainers:** There are 4 videos in the next section for you to pick and choose from based on what would be most appropriate for your audience. For each video, ask participants to try to figure out what the DOT (Developmental Observation Topic) is and which triadic strategies they see the home visitor using to strengthen the competence and confidence of the dyads. Examples of possible responses are listed below for each video. If you are following the training schedule for the PIWI module (starting with playgroups and then moving to what the PIWI model would look like on home visits), you will probably not have time to use all 4 videos.
- H. Explain to participants that you are now going to watch some video segments to demonstrate using the PIWI model on home visits. Ask participants to try to figure out what the DOT (Developmental Observation Topic) is and which triadic strategies they see the home visitor using to strengthen the competence, confidence and mutual enjoyment of the dyads. It might be helpful for participants to look at **Handout 3** (Dyadic Strategies) and **Handout 5** (Triadic Strategies) as they watch and discuss the videos.

102



1. **Slide 102/Videoclip 6**

- a) DOT – How I let you know that I like something
- b) Some Triadic Examples:
 - i. “Can you see her face, she is just lighting up – she likes that” (focus attention & affirming parenting competence)
 - ii. “She says mommy knows” (affirming parenting competence)
 - iii. Home visitor moved the red container over toward mom so the focus was more on mom and child (establishing dyadic context) and later moves child and container toward mom (establishing dyadic context)
 - iv. Home visitor positions herself behind child so focus is on parent and child (establishing dyadic context)
 - v. “She’s telling us no thank you” (provide developmental information)
 - vi. “I wonder if you would shake it in front of her or move one of those...” (suggest)

103



2. **Slide 103/Videoclip 7** (Mom expressed concern to her home visitor that the child was not holding her bottle yet)

- a) DOT – (the home visitor does not say what the DOT is during this segment of the video – participants will need to decide what they think the DOT was based on the conversation between mom and home visitor). Possible DOTs might be: How I can use my fingers (fine motor) to hold my bottle, How I use my muscles to suck, How you can help me transition from a bottle to a cup

- b) Some Triadic Examples:
 - i. Mom is holding child (establishing dyadic context)
 - ii. “Your cheeks are moving really nice. She’s coordinating everything nicely. She’s able to get a good suck.” (providing developmental information & affirming parenting competence)
 - iii. “This is a perfect time to start introducing cup drinking, straw drinking, sippy cups...” (providing developmental information)
 - iv. “Then she’s more aware of – oh, I drink from this cup and liquid comes out” (providing developmental information & focus attention)
 - v. “Once you transition her from the bottle – you will find her babbling will increase, her vocalizations will increase. She’s coordinating her tongue in a different pattern – it will be a more mature sucking pattern.” (providing developmental information)
 - vi. “That’s a really good goal for you to try to transition her” (affirming parenting competence)
 - vii. “She just knows you are going to do it for her – someone will help you” (focus attention)
 - viii. “She’s got it!” – (affirming parenting competence)

3. **Slide 104/Videoclip 8** (Explain that mom had

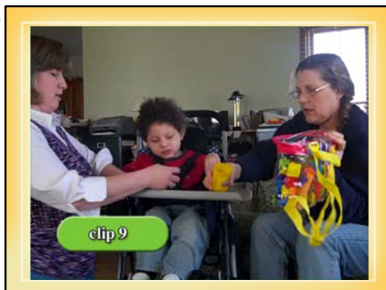
104



expressed concern during the last home visit about her child’s motor development. That became the focus of the current home visit to build on mom’s concerns. In addition, this mom is a great mom so another focus was to intentionally support mom’s competence and confidence).

- a) DOT – How I can practice using my small muscles (grasp and release)
- b) Some Triadic Strategies
 - i. “You’re pretty strong balancing on that arm.” (focus attention)
 - ii. “Last week you talked about that he is just starting to pick them up and drop it in so this week we pulled together some things you had at your house so we could practice some of those skills.” (affirming parenting competence)
 - iii. “These are really cute. You made these. You have a pretty creative mom.” (affirming parenting competence)
 - iv. Home visitor moves behind the child. (establishing dyadic context)
 - v. “Even if he doesn’t drop it in, he is still practicing using those small muscles.” (providing developmental information)
 - vi. “So those are great things that you just have around.” (affirming parenting competence)
 - vii. “We know what you like about books right now don’t we? Turn those pages. (providing developmental information)
 - viii. “He really is practicing those motor skills! (focusing attention, providing developmental information, affirming parenting competence)
 - ix. “You do such a great job of following his lead – seeing what he wants to do.” (affirming parenting competence)
 - x. “Today...is there something else that you want to do for next time?” (affirming parenting competence)

105



4. Slide 105/Videoclip 9

- 1. DOT – How I communicate with you when materials are unfamiliar
- 2. Some Triadic Examples:
 - i. “Do you not like it?” (focus attention)

- ii. “Look at that face! What are you telling me?” (focus attention, providing developmental information)
- iii. “You’re telling us no, no, no – aren’t you? Telling us no, no, no. I don’t like this stuff!” (focus attention, providing developmental information)
- iv. “Yes, we can roll it - watch. Julie will roll it. Mommy was rolling it” (affirming parenting competence, modeling)
- v. “Now we know what he thinks about play dough, don’t we?” (providing developmental information, affirming parenting competence)
- vi. “...is it because it’s something new or do you just not know how to work it?” (focus attention)
- vii. “I’ll give mommy a shape.” (establishing dyadic context)
- viii. “Can you give it to mommy to take it out? Give it to mommy.” (establishing dyadic context)
- ix. Places letters in front of mom and says “We’ll give mommy some letters too.” (establishing dyadic context)
- x. “B –buh, buh, buh – D – duh, duh, duh,” (modeling)
- xi. “Ask mama. Say, ‘what is that Mama?’” (establishing dyadic context)
- xii. “Well I would say we really know how you communicated with us.” (providing developmental information, focus attention, affirming parenting competence)

106



- I. Show **Slide 106** as a way to summarize what we have talked about today. Remind participants that we have discussed each of the components of the PIWI Model (PIWI Philosophy, Dyadic Strategies, Triadic Strategies and Parents as Observers - Developmental Observation Topics & PIWI Environment Plans), as well as talked about how all the components help us implement the PIWI model in a way that promotes the competence, confidence and mutual enjoyment of parent and child!

Handout 14

PIWI Handout 14: PIWI Next Step Action Plan

PIWI Next Step Action Plan

What I/we might try based on the PIWI/CSEFEL Learning	What do we need to make this happen (resources, EOP plan)	Timeline	What happened? What "worked"? What would we change? What are next steps/strategies?

111 The Center on the Social and Emotional Foundations for Early Learning Vanderbilt University vanderbilt.edu/csefel

J. Have participants look at **Handout 14** – Next Step Action Plan. Ask them to take a few minutes to reflect on the content of today’s workshop and complete the action plan. They can complete the form as an individual, as a program or both. Give participants a few minutes to share their plans at their tables. Then ask for any volunteers to share their plans with the group for taking the information and putting it into action! After a few participants have shared their plans, thank everyone for coming and participating in the training and then ask them to complete **Handout 15** – Evaluation before they leave.

Handout 15

PIWI Handout 15: Evaluation

Evaluation

DIRECTIONS: Please take a moment to provide feedback on the training that you received. Check the box that corresponds to your opinion for each statement or check NA if not applicable. Please add any additional comments that you may have at the bottom of the page. When the survey is complete, please turn it over to your trainer.

Date: _____

Location: _____

Program Affiliation (check one):
 Head Start Early Head Start Child Care Other (please list) _____

Position (check one):
 Administrator Mental Health Teacher Assistant
 Education Coordinator Consultant Other (please list) _____
 Disability Coordinator Teacher

Please put an "X" in the box that best describes your opinion as a result of attending this training:

	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
(1) Have increased my knowledge of ways to support social emotional development through direct adult interactions to parents, child groups and home visits.					
(2) Have increased my understanding of the PIWI Model and Philosophy.					
(3) Have increased my ability to support the social emotional competence of young children through the use of specific strategies, tactics or programs and developmental observation notes.					
(4) Can describe strategies that can be used to strengthen and enhance current practices.					
(5) Can describe how the components of the PIWI Model work together in the implementation process.					

Please respond to the following questions regarding this training:

(6) The best features of this training session were...

(7) Suggestions for improvement...

(8) Other comments and reactions I wish to offer (please use the back of this form for extra space):

111 The Center on the Social and Emotional Foundations for Early Learning Vanderbilt University vanderbilt.edu/csefel