

# PIWI Implementation Guidelines

## Philosophy Related to Families

1. Parents\* and facilitators collaborate in goal development for participation in PIWI.
2. Parents are the primary supporters of their children's experiences; the facilitator seeks to understand and respect the parent's perspective and to support that role.
3. Parent's goals, concerns, and ideas are integrated into the PIWI team process and are used to determine the focus and process of PIWI sessions and interactions in ways that are culturally and individually relevant to parents.
4. Developmental observation topics (DOTs) and related parent-child activities are relevant to everyday contexts, and are selected to emphasize and support healthy parent-child relationships.
5. Parents feelings and ideas are responded to in a warm, accepting, respectful manner.
6. Facilitators use specific interaction strategies to validate parents as individuals and as parents, and to promote parent competence and confidence in interacting with their children.
7. Parents identify their own strengths and goals in relation to supporting their children's development through interactive play.
8. Parents gain information and participate in experiences that support their roles in facilitating development and fostering emotional well-being in their children.
9. Discussions with parents build on parents' knowledge of their children and foster recognition of other parents and the community members as resources for parenting knowledge and support.
10. Parents evaluate PIWI group in relation to their own goals and expectations for themselves and their children.

## Philosophy Related to Children

1. Facilitators' and parents' interactions with children are warm and accepting, and explicitly validate children's expression of emotions and demonstrations of competence.
2. Play interactions and environments foster each child's initiative, exploration, and learning and expand upon each child's developmental abilities and interests.
3. Play interactions, environments and activities provide a balance of support and challenge for children's development in social, emotional, language, cognitive, and motor domains.
4. Play environments and activities are relevant to children's everyday environments and social encounters.
5. Modifications in space, materials, and interactions are used to facilitate individual children's interactions with their physical and social environments, based on knowledge of temperament, preferences, and developmental abilities and needs, and on parents' goals for their children.

# PIWI Implementation Guidelines

## Philosophy Related to PIWI Facilitators

1. PIWI facilitators use strategies and approaches that build on and enhance parents' competence and confidence and recognize the central importance of the parent-child relationship.
2. PIWI sessions are planned, implemented, and evaluated using a collaborative process.
3. Each PIWI facilitator shares the expertise gained from her/his experience and training with other team members.
4. The PIWI team plans and uses systematic approaches to decision making, problem solving, and conflict resolution, in order to achieve a warm, supportive, and purposeful team experience and to respond to individual differences in children, families, and team members.
5. The PIWI philosophy and program implementation guidelines are used as a basis for reflecting on session planning, implementation and outcomes.
6. PIWI facilitators evaluate and develop strategies to expand their own competencies and learning in relation to PIWI program components.
7. PIWI facilitators respect one another's perspectives and support one another's competence and well-being.

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*\* "Parent" refers to any primary caregiver (e.g., parent, grandparent, other relative) with whom the child is likely to establish a long-term attachment relationship. "Facilitator" refers to any staff member who interacts with children and/or families within any service context.*