

Relationships: the heart of engagement

Advisory Committee on Head Start Research and Evaluation
June 7, 2011

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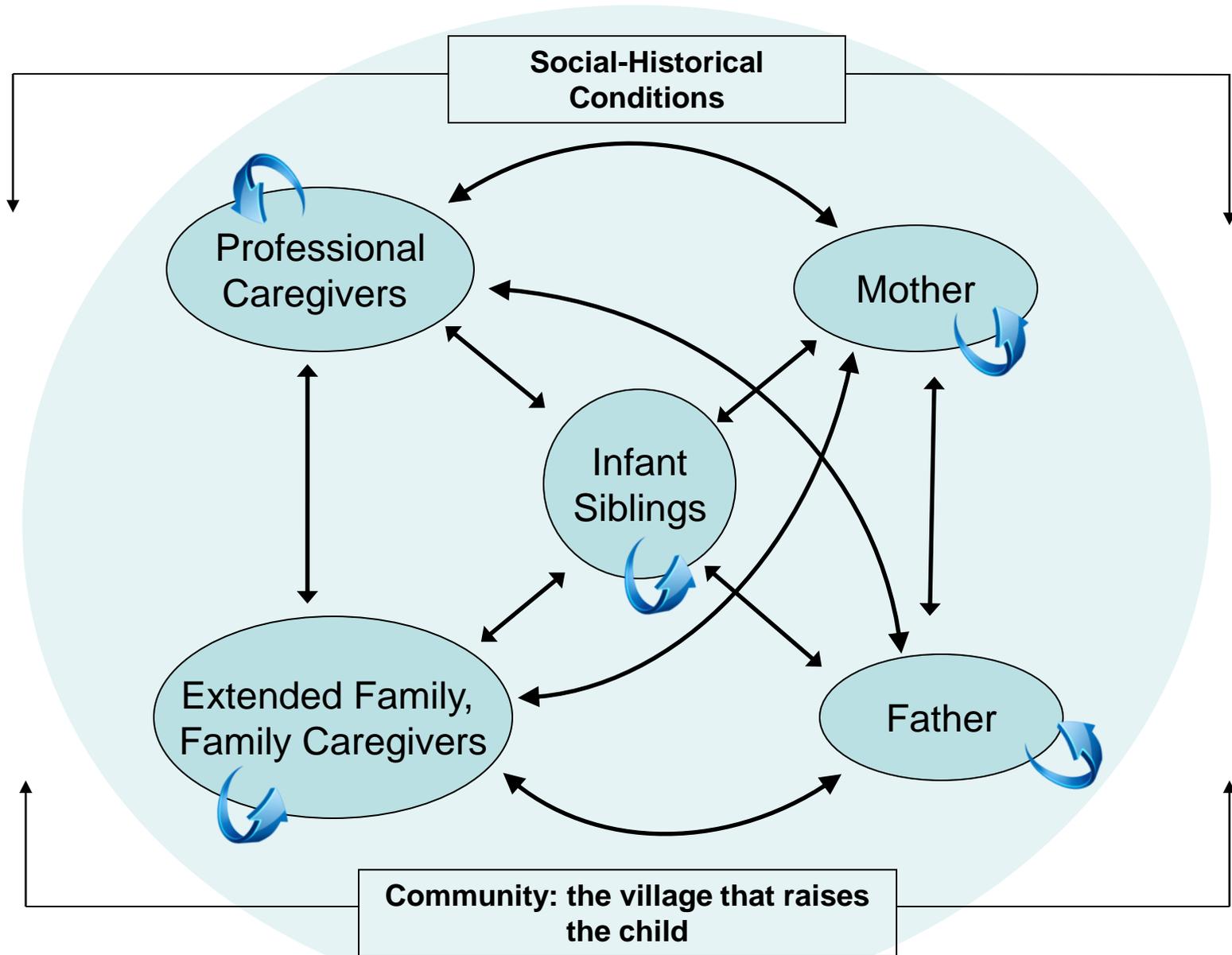
Working Definitions

- ***Relationships***: interpersonal co-regulating, information-sharing, meaning-making processes unfold over time and configure individuals into systems capable of both stability and change; unit of analysis
- ***Dyadic, triadic micro-processes***: back and forth, moment-to-moment flow of information and affect, verbal and non-verbal, leading to co-constructed, inter-subjective states
- ***Representations***: beliefs, ideas, assumptions about one's self, others, and relationships
- ***Interactions***: single episodes composed of micro-processes that aggregate into relationships
- ***Transactions***: interactions of system members that change themselves and each other

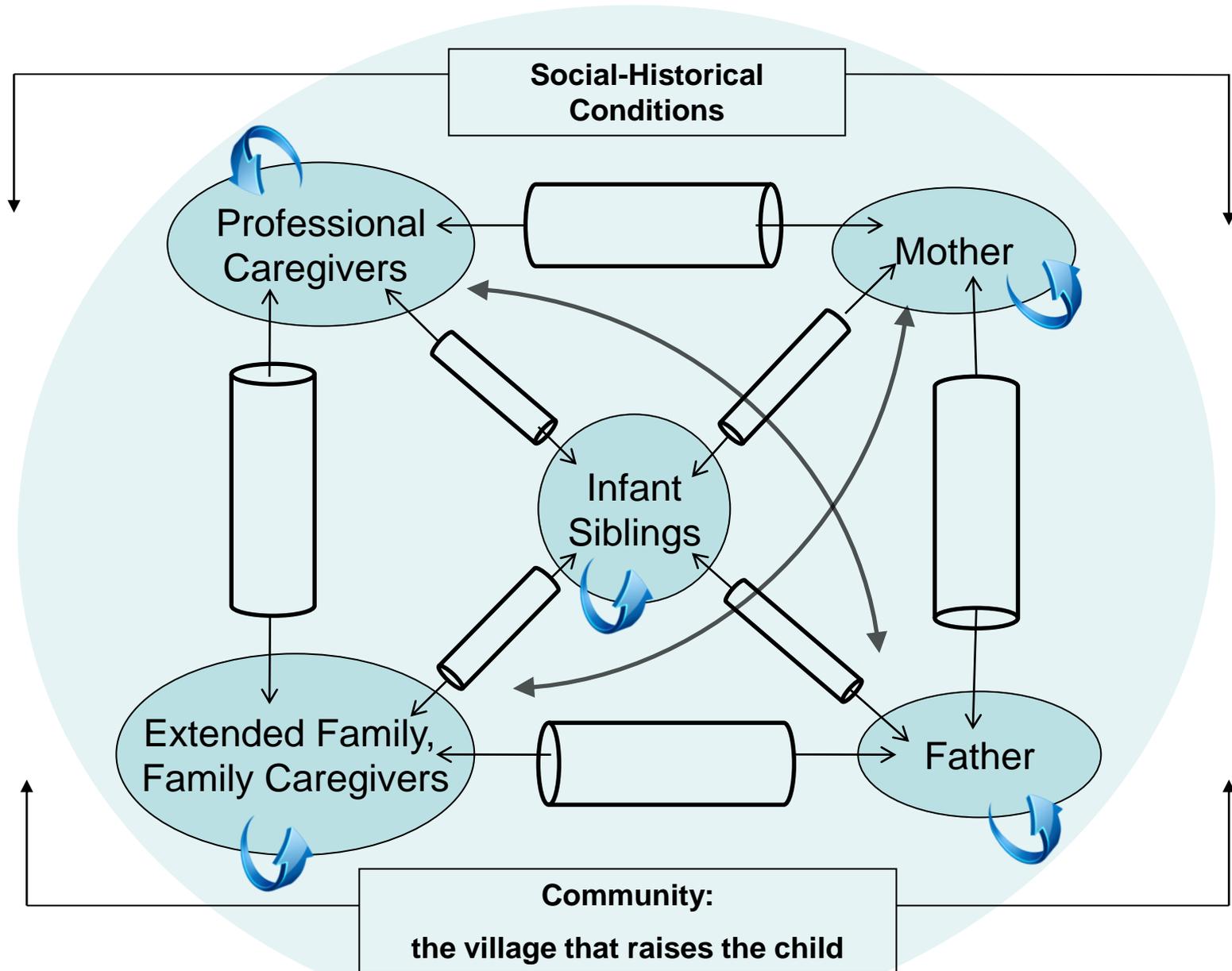
Overview

- Relationships connect members of complex dynamic developmental systems
- Dyadic and triadic micro-processes
- Representations, affiliations and culture
- Examples from basic and intervention science
- Relationships in child and family development and learning
- Relationships in organizational and community development and learning

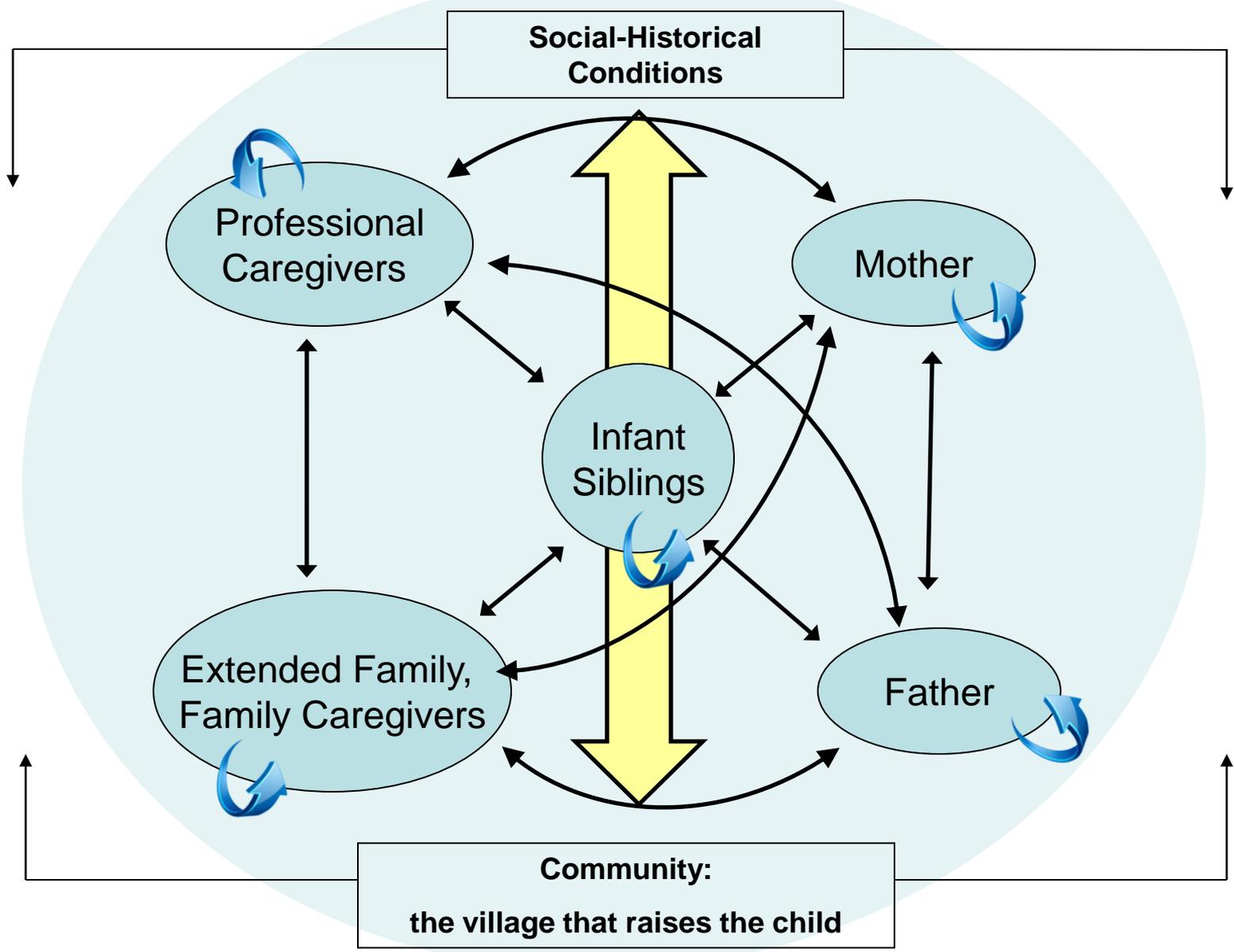
Dynamic Developmental Systems



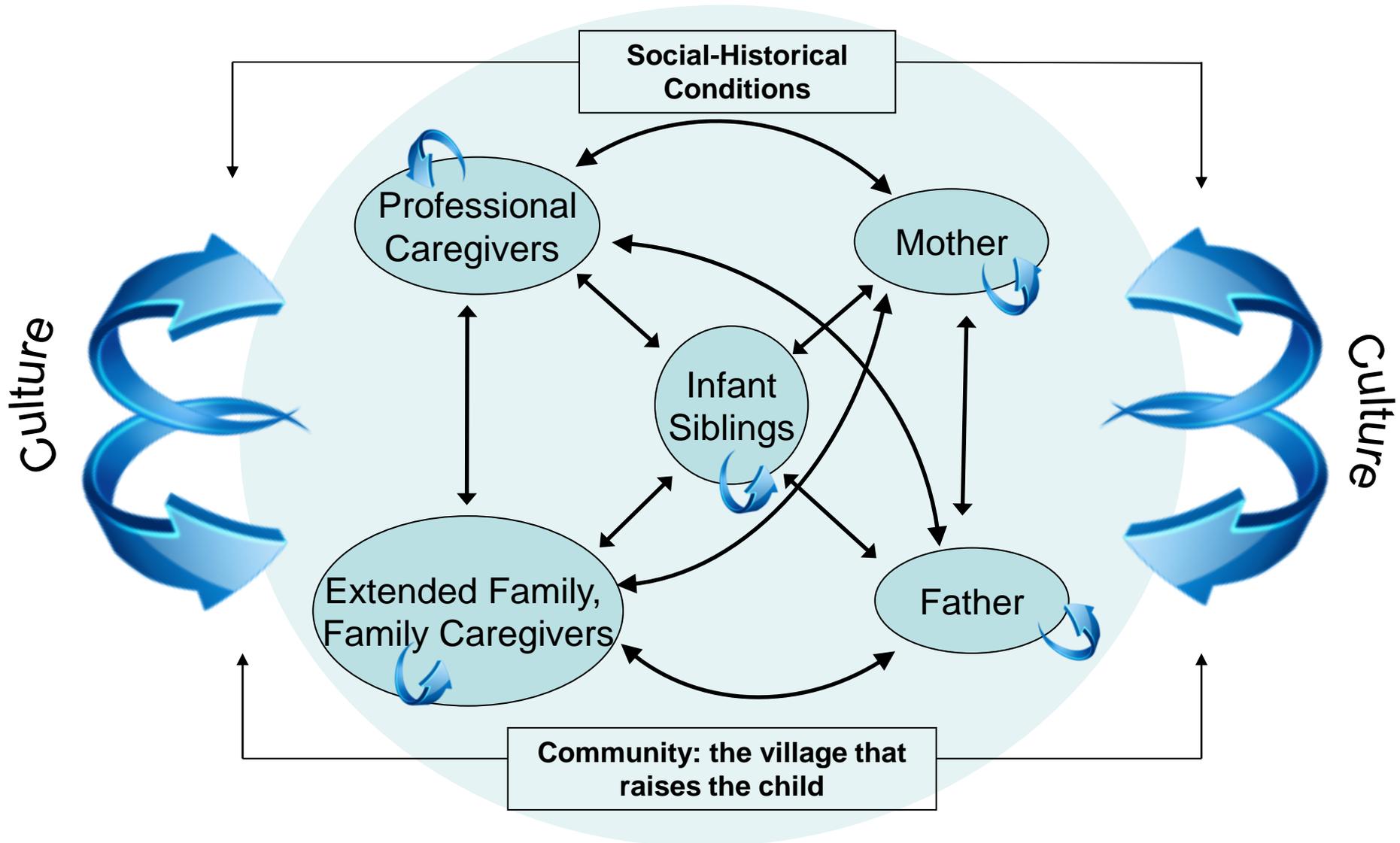
Relationships in Dynamic Developmental Systems



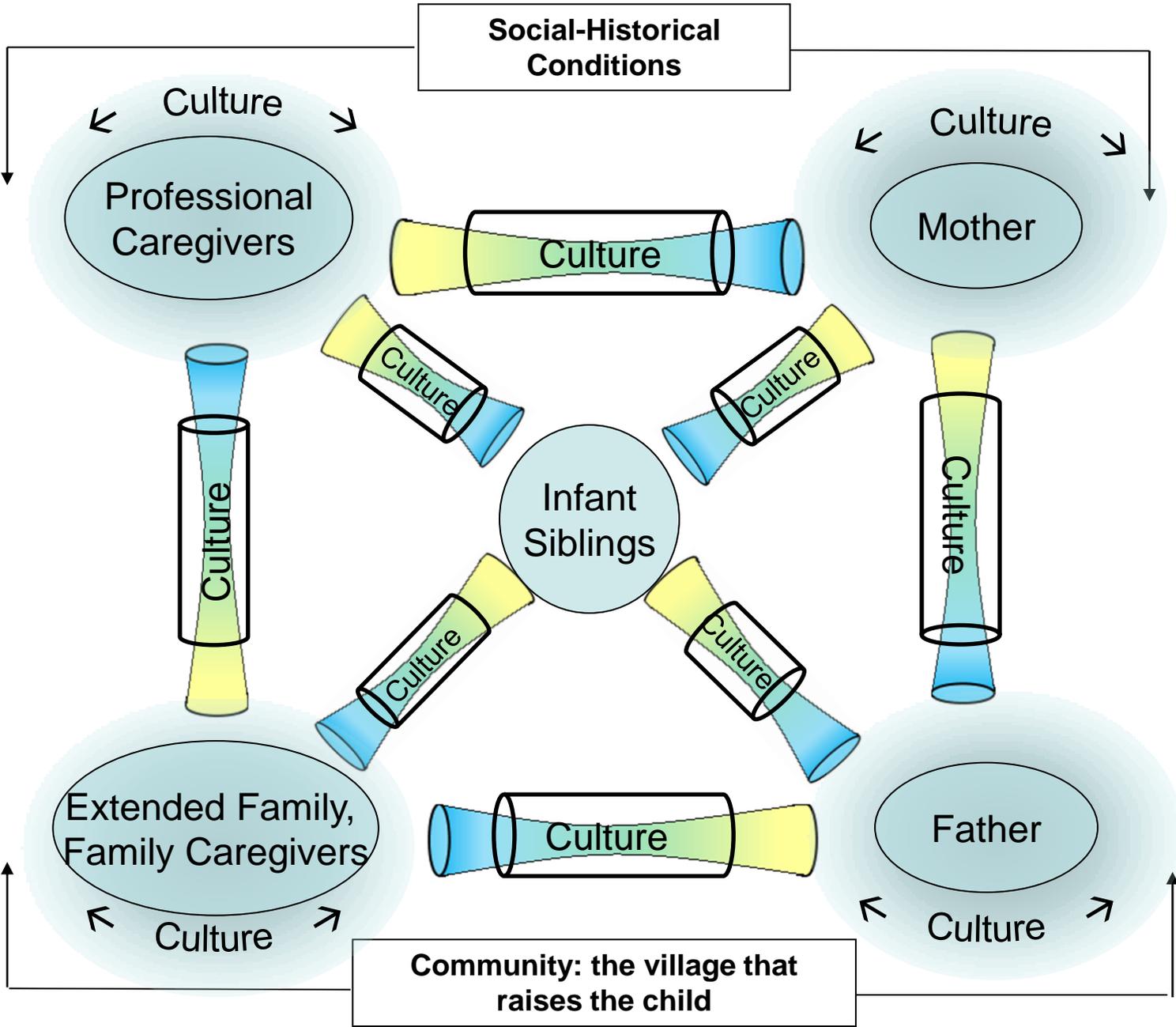
Dynamic Developmental Systems: Processes that unfold over time



Culture: an *emergent* property of dynamic developmental systems

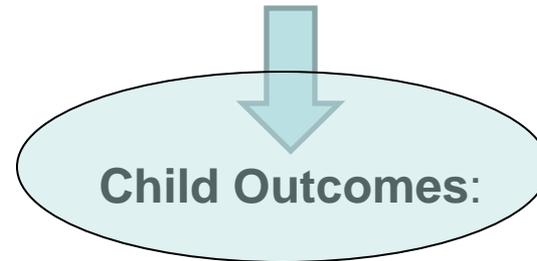
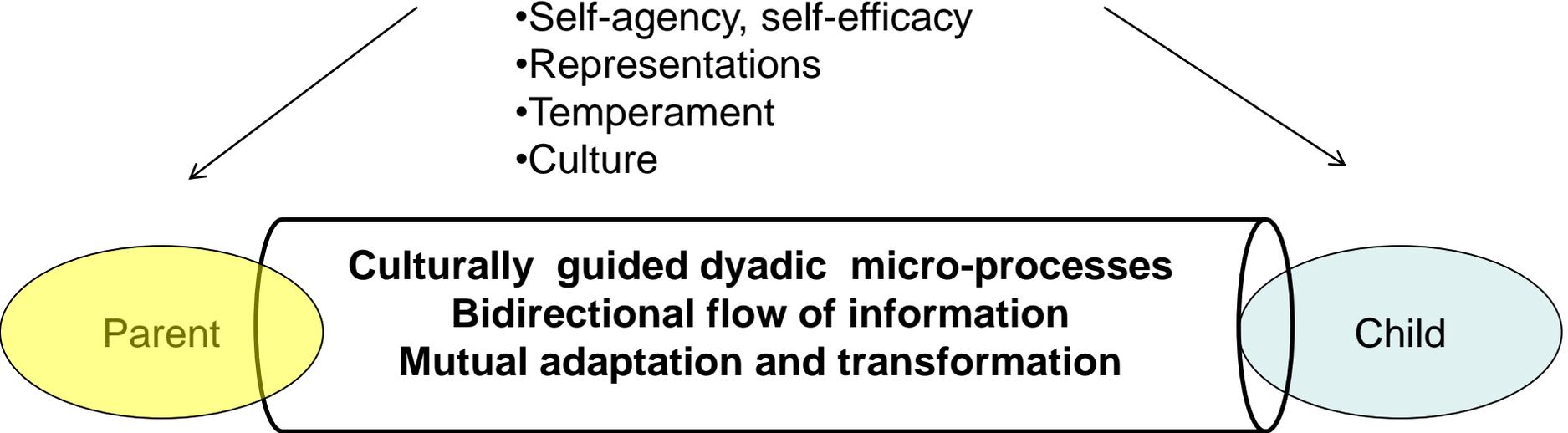


Culture is in Relational Microprocesses and Representations



Parent-Child Relationship

- Emotional availability
- Self regulation, co-regulation
- Self-agency, self-efficacy
- Representations
- Temperament
- Culture



Relational Skills

-empathy, cooperation, group work

Character Skills

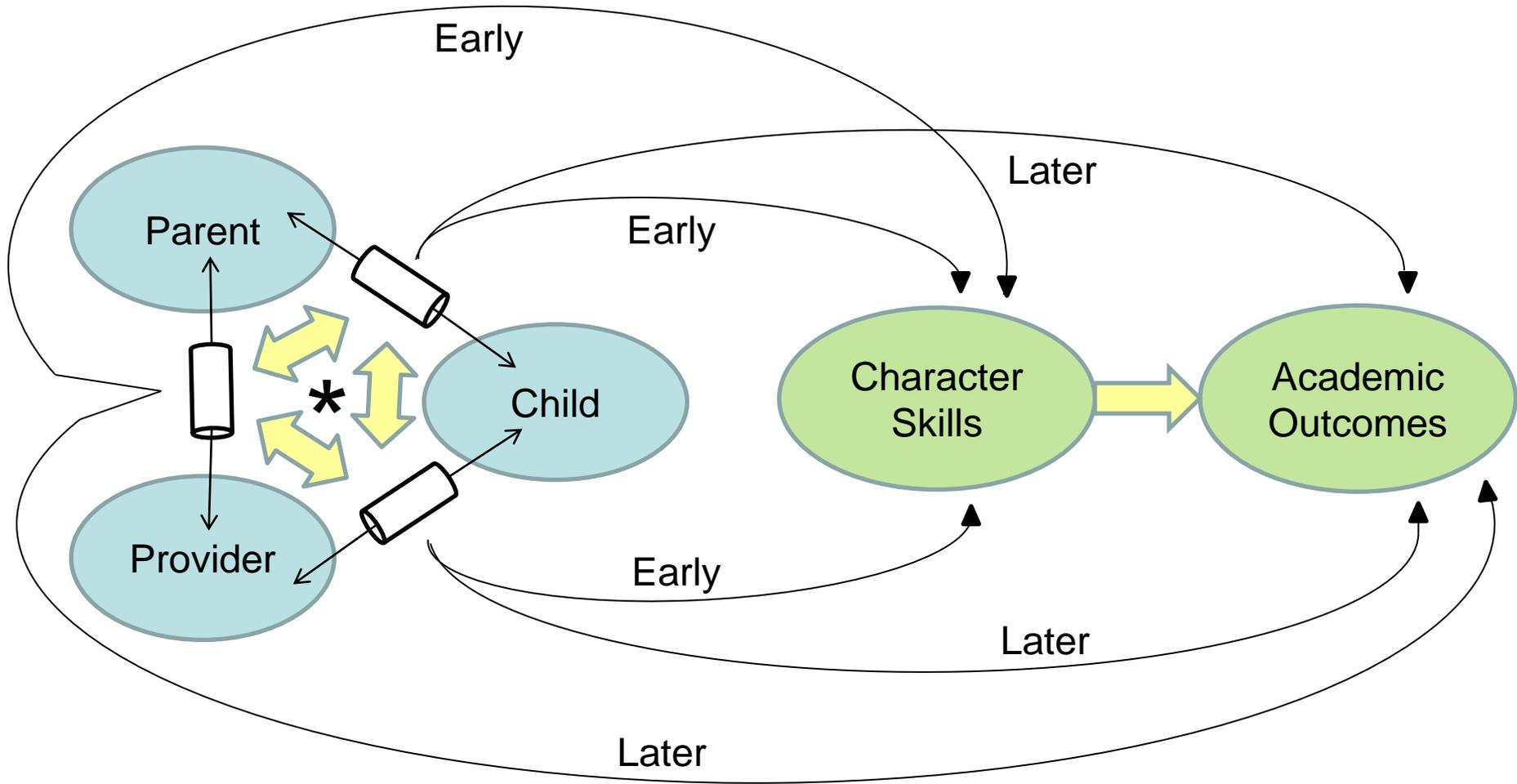
-executive function (attention, persistence, motivation)

-self-regulation (frustration tolerance)



Lifelong learning success

Parent-Provider-Child Relationships Influence Child Character Skills and Academic Outcomes

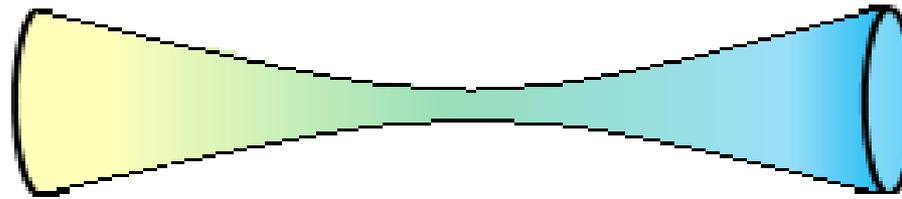
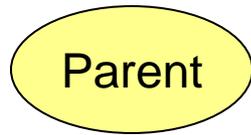


*** Mutual Effects of Parent-Child, Provider-Child, Parent-Provider Relationships**

Parent-Child Relationship: Examples of Child, Parent, and Systemic

Risk and Protective Factors

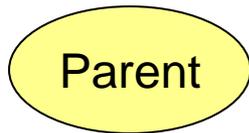
Risk



- Social isolation
- Disempowerment
- Unemployment, homelessness
- Depression, substance abuse, other mental health challenges
- Domestic violence

- Challenging behaviors
- Hard to read behaviors
- Self-regulation challenges
- Developmental delays
- Health, mental health challenges

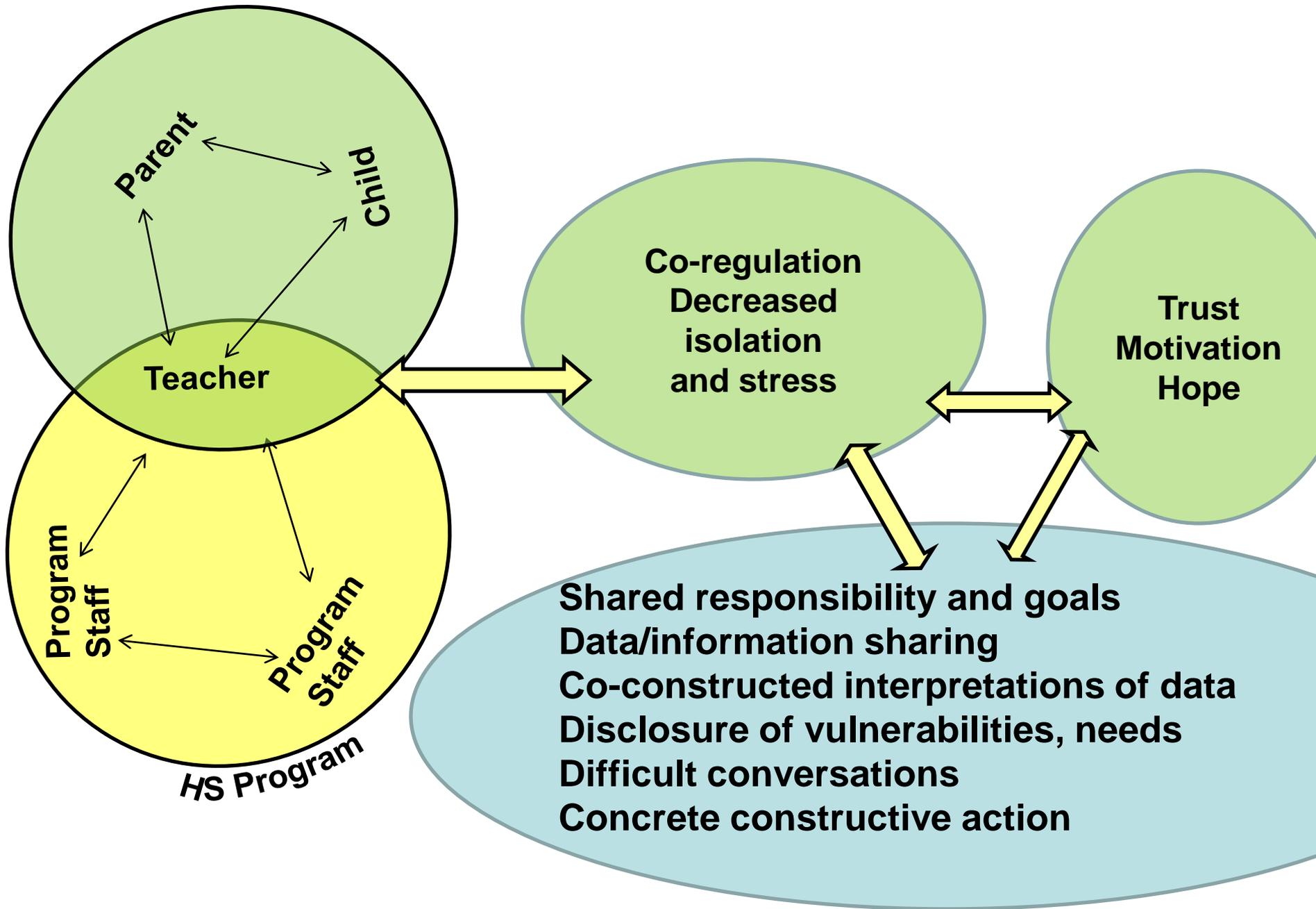
Protection



- Parental self-efficacy
- Social connectedness
- Empowerment
- Concrete, material resources
- Hope

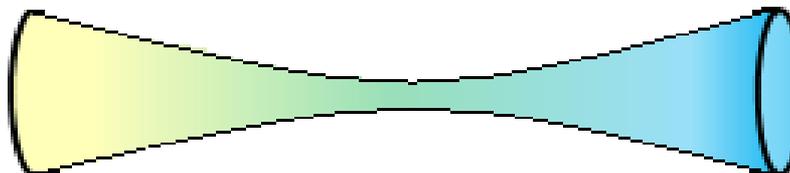
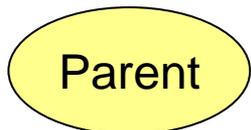
- Attachment, eliciting behaviors
- Self-regulation competence
- Developmental change
- Effective communication of needs, clear cues

Relationships in Program-Family Partnerships



Parent-Provider Relationship: Examples of Child, Parent, and Systemic Risk and Protective Factors

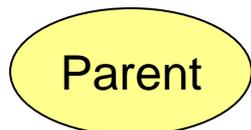
Risk



- Negative school experiences as a child, of other children
- Child temperament or behavioral challenges
- Different language, culture than provider
- Power imbalance
- Overwhelming stress, mental health challenges

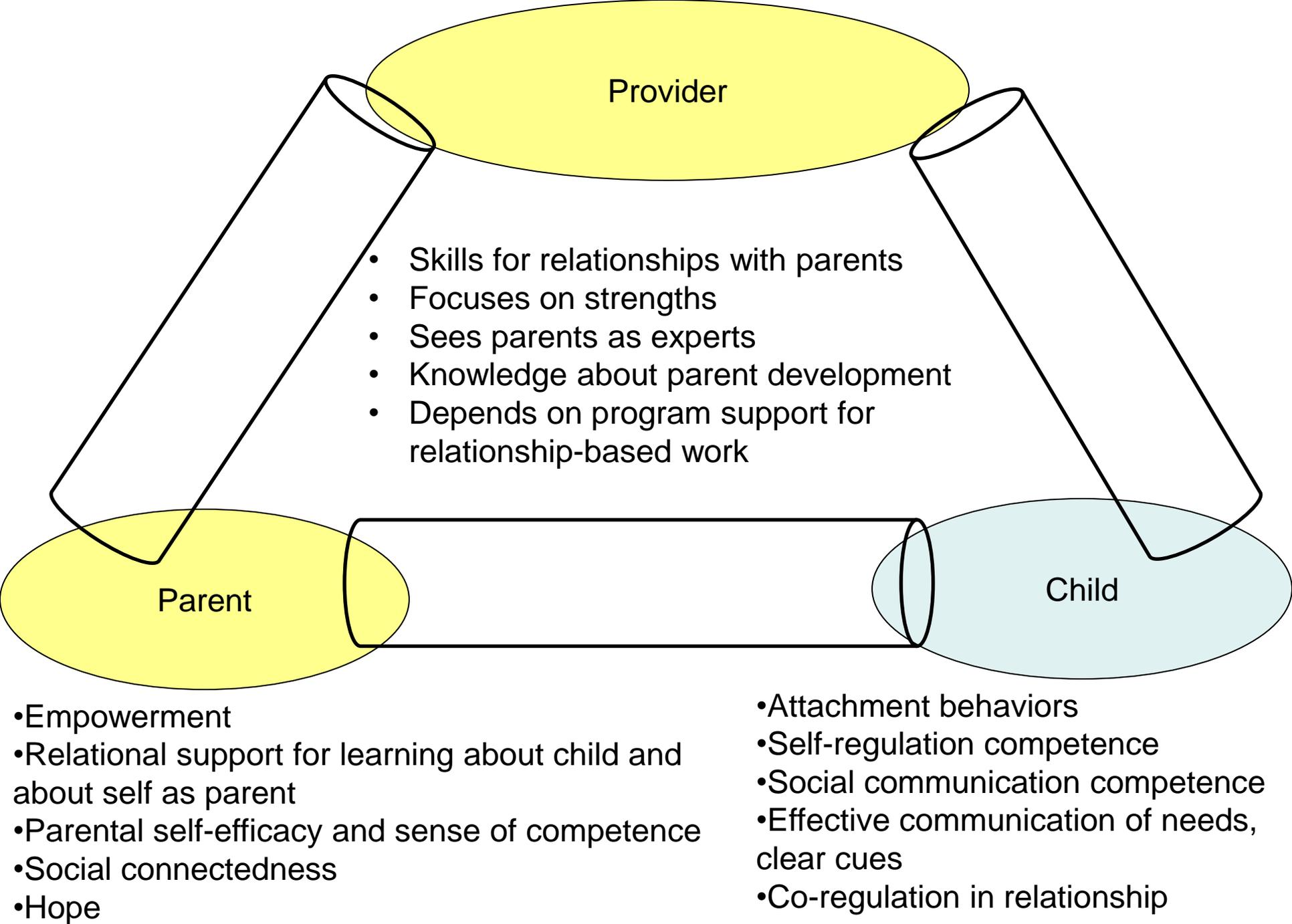
- Negative attitude toward parents
- Lack of knowledge about parent development
- Child temperament or behavioral challenges
- Lack of program support for parent engagement, provider wellbeing
- Overwhelming stress, mental health challenges

Protection

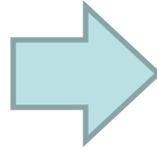


- Longer time with program and provider
- Picks up and drops off child
- Lack of challenging child behaviors
- Power balance
- Similar culture, language as provider
- Concrete, material resources

- Sees families as active partners
- Available at pick up and drop off
- Lack of challenging child behaviors
- Knowledge about parent development, and relationships with parents
- Program support for parent engagement



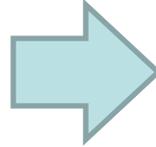
Paradigm Shift: Provider-Parent Relational Principles



- Negative, deficit-oriented
- Prescriptive
- Power-imbalanced
- Culturally exclusive
- One-way transmission of information
- Telling
- Generic child's theorized behavior

- Positive, strengths-based
- Collaborative
- Shared responsibility and accountability
- Culturally inclusive
- Co-construction of meaning
- Showing, modeling
- Individual child's observable behavior

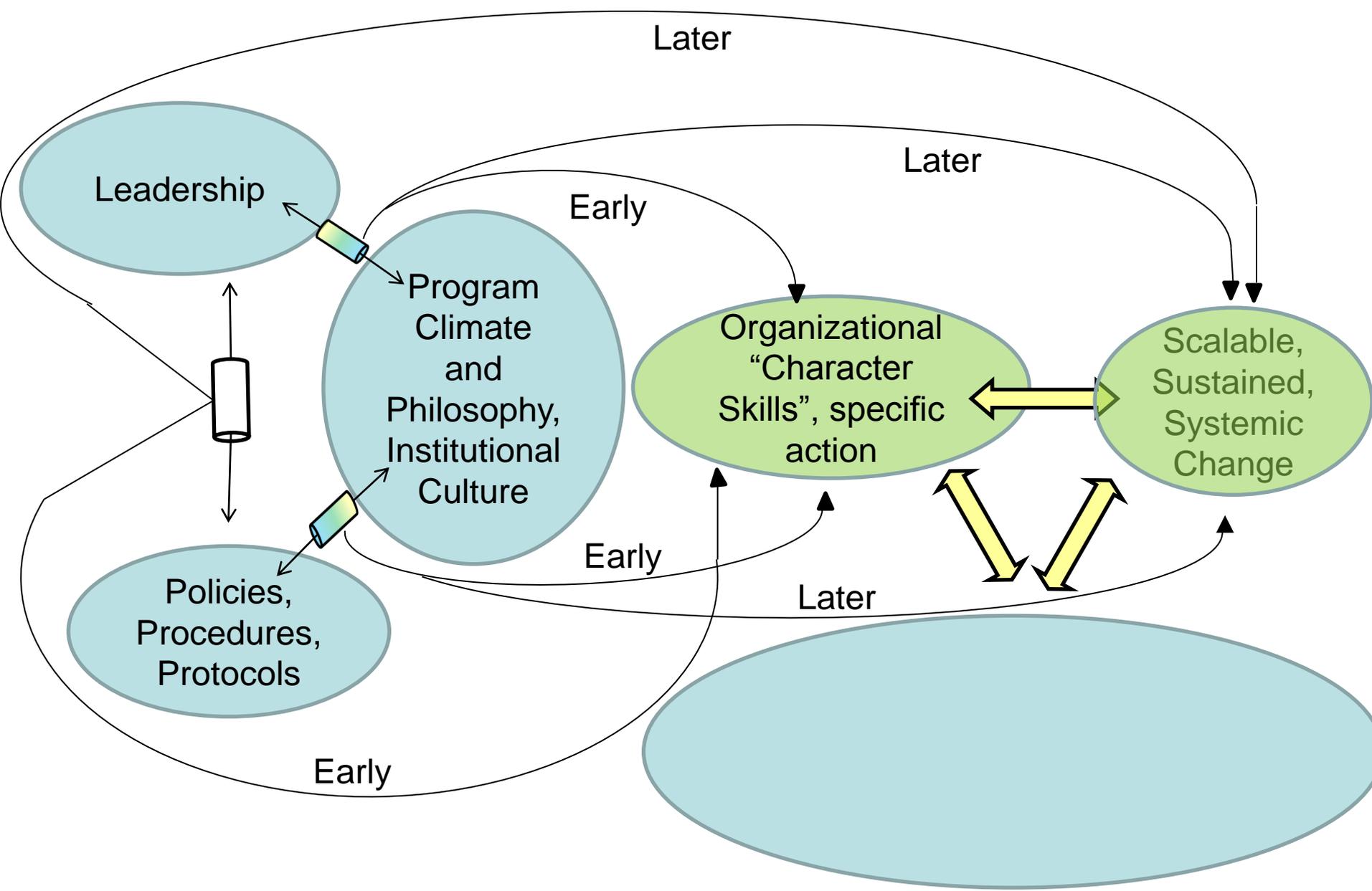
Relational Organizational Principles: Paradigm Shift



- Negative, deficit-oriented
- Prescriptive
- Power imbalanced
- Culturally exclusive
- One-way transmission of information
- Telling
- **Compliance-driven**

- Positive, strengths-based
- Collaborative
- Shared responsibility and accountability
- Culturally inclusive
- Co-construction of meaning
- Showing, modeling
- **Continuous learning and improvement**

Relationships in Organizational Development, Learning, and Innovation



Acknowledgments

- Mallery Swartz
- Adam Von Ende
- Hannah Wiseman
- Dina Themistocleous
- Céline Degrauwe
- Berry Brazelton and the Brazelton Touchpoints Center
- Harvard Family Research Project
- National Center for Parent, Family, and Community Engagement
- OHS, OPRE, ACF, HHS and ICF