Using Intervention Mapping to develop an early childhood educators’ intervention promoting parent-child relationships (E-PCR)

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PhD MAPS
The start of the story
Which framework?

Work collaboratively

Evidence-based

Practical strategies
Intervention Mapping (IM)

Traditionally used for health related interventions and programs

Had been used to develop programs in education settings

Not previously used to develop social and emotional intervention in early education settings

Similar underlying principles:
Use of theoretically diverse frameworks, socio-ecological approaches and collaborative practices

## IM Steps

<table>
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<tr>
<th>STEP</th>
<th>TASKS</th>
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| Step 1 | • Establish and work with a planning group  
         • Conduct a needs assessment to create a logic model of the problem  
         • Describe the context for the intervention including the population, setting, and community  
         • State program goals |
| Step 2 | • State expected outcomes for behavior and environment  
         • Specify performance objectives for behavioral and environmental outcomes  
         • Select determinants for behavioral and environmental outcomes  
         • Construct matrices of change objectives  
         • Create a logic model of change |
| Step 3 | • Generate program themes, components, scope, and sequence  
         • Choose theory- and evidence-based change methods  
         • Select or design practical applications to deliver change methods |
| Step 4 | • Refine program structure and organization  
         • Prepare plans for program materials  
         • Draft messages, materials, and protocols  
         • Pretest, refine, and produce materials |
| Step 5 | • Identify potential program users (adopters, implementers, and maintainers)  
         • State outcomes and performance objectives for program use  
         • Construct matrices of change objectives for program use  
         • Design implementation interventions |
| Step 6 | • Write effect and process evaluation questions  
         • Develop indicators and measures for assessment  
         • Specify the evaluation design  
         • Complete the evaluation plan |
IM Step 1

Needs assessment

Advisory group
Systematic literature review
Voice of the industry
IM Step 2

Program logic

Performance objectives

Change objective matrices
IM Step 3

Theoretical and evidence-based change methods
- Behaviour change theories
- Environment-oriented theories

Program delivery
- Needs assessment data
Educator Parent-Child Relationship (E-PCR) Toolkit

Building Educator Knowledge Framework (BEK)
• BEK Action Chart

Educator Reflective Practice Template

ECEC Posters
• Children’s social and emotional development
• Parent-child relationships

Practice Cards: Supporting parent-child relationships
• Addressing difficult situations
• Sharing observations
• Having open conversations
• Knowledge of positive parenting practices
• Building relationships with children
Educator Professional Learning Workshops
1. Reflective Practice
2. Theory, Evidence and Practice

Workshops designed to:
• Identify current knowledge
• Engage with peer support and mentoring
• Learn theoretical and empirically based approaches to children’s social and emotional development and parent-child relationships
• Incorporate existing knowledge with theoretical learning into practical strategies
• Develop confidence and communication
Feasibility evaluation

Results:
• Successful engagement with all intervention strategies
• Significant increase in educators confidence to engage with parents and share their knowledge
• Strengthening of the relationship between the educator and the parent
• Improvements witnessed and reported in parent-child relationships and interactions
• Successful use of engaging in intervention strategies during ‘everyday moments’
• Educators reported significant personal benefits in the reflective practice and peer support strategies

Overall, educators recognised that they are well placed to engage with parents, build supportive relationships and influence parent-child relationships.


Thank you.