

CENTRE FOR COMMUNITY CHILD HEALTH

**SUPPORTING YOUNG CHILDREN AND THEIR FAMILIES:
WHY WE NEED TO RETHINK SERVICES AND POLICIES**

CCCH Working Paper 1

Tim Moore

Senior Research Fellow

Originally posted: July 2007

This revision: November 2008

Preferred citation:

Moore, T.G. (2008). **Supporting young children and their families: Why we need to rethink services and policies.** *CCCH Working Paper 1 (revised November 2008)*. Parkville, Victoria: Centre for Community Child Health.

http://www.rch.org.au/emplibrary/ccch/Need_for_change_working_paper.pdf

REASONS WHY CHANGE IS NEEDED

There is evidence that the increasing prosperity that Australia and other developed nations have experienced over the past few decades has not brought with it corresponding increases in psychosocial and health functioning. On the contrary, there is increasing evidence that these are worsening. It has become increasingly apparent that there is need to reconfigure the services we provide to young children and families in order to achieve better outcomes for young children, families and society:

There are ***six main reasons why change is needed:***

- Major social and economic changes – international and local
- Changes in families and in family circumstances
- Service delivery issues – problems in meeting child and family needs
- Worsening developmental outcomes
- New knowledge of factors affecting child development and family functioning
- Evidence of the efficacy and cost effectiveness of early intervention

Major social and economic changes

The first reason why change is needed is because there have been major social and economic changes occurring that create challenges for families, services and governments.

International changes

In developed nations around the world, there have been a number of common social and economic changes over the past two or three decades. These include:

- **Adoption of free market economic policies** – the globalisation of commerce
- **Concurrent rise in general prosperity** – dramatic increases over the last few decades
- **Reduction in government control** over market and in government responsibility for provision of public services
- **Fall in birth rates** – an international phenomenon
- **Increased movement of people** between countries, leading to more diverse societies
- **Globalisation of ideas and culture** – world wide web

Changes in Australian society

There have been corresponding changes in Australian society over the same period. These include:

- **Improvements in general prosperity**

‘ overall economic growth in Australia has gone from being quite modest in the 15 years following 1975 to being relatively rapid in the subsequent 15 years. Together these years of growth have produced impressive levels of general material prosperity, although the benefits of this prosperity have been very unevenly shared. And it has come at a cost that we do not yet fully understand.’ (Richardson and Prior, 2005, p. 2)

- **Widening gap between the rich and the poor** – with consequent social gradient effects on health and well-being

‘Within societies, health is graded by social status. Whether we look at life expectancy or at the frequency of most causes of death and disability, health standards are highest amongst those nearest top of the social ladder -- whether measured by income, education, or occupation -- and lower as we look at each successive step down the ladder.’ (Wilkinson, 2005, p.14)

- **Changes in demographics** - drop in birth rate and decrease in proportion of children in society - from 1:3 in 1977 to 1:4 in 2002 (but with a recent upturn).

Children are less of a social priority – the care of the aged becomes more of a priority and takes up more and more of the public budget. (The old used to be the poorest group in society – now it is single parents with children, followed by large two-parent families).

Those who do not have (and do not intend to have) children may have less of an investment in the future (and therefore less of a concern about what happens to children).

- **Further cultural diversification** – new migrant and refugee groups
- **Changes in employment opportunities and conditions**

Over the past 25 years there has been:

- a decline in men's participation in the labour market and in their employment, and an increase in women's participation and employment
- a large shift away from full-time and towards part-time work
- a rise in the proportion of workers who are employed as casuals
- a rise in long hours of work
- increased inequality in the distribution of pay – pay at the top end has risen faster than pay at the bottom and, especially for men

These changes have come at a cost:

'There is no doubt that the Australian economy has become more efficient at producing a variety of the sorts of things that people want to buy, at a relatively low cost. This is good to people as consumers. But it has achieved this success at the expense of people as workers, parents and citizens. Our economic life is now harsher, more pressured, less forgiving of any shortcomings, more unequal, more insecure. Our very effective economic machine is taking us efficiently in the wrong direction.' (Stanley, Richardson and Prior, 2005)

- **Changes in the cost of housing** as a proportion of income – Australia now has one of the highest rates in the developed world
- **Changes in social mobility**, with consequent weakening of the social infrastructure

It should be noted that the Australian governments of all political persuasions have done (and continue to do) much to protect families from the adverse effects of these social and economic changes.

Changes in families and family circumstances

In addition to the social and demographic changes just outlined, there have been significant changes in families, and in the conditions under which families are raising young children. These have created problems for the existing system of child and family services as well as for governments, and therefore represent a second reason why the service system needs to change.

Changes in families

Families have changed significantly over the past two or three decades - they are more varied in their structure, and more diverse culturally and ethnically:

- Families are smaller – extended families are also smaller – fewer cousins, uncles and aunts
- Childlessness is increasing – more people who neither have children nor intend to have children
- Mother's age at first birth is increasing – from 25 in 1984 to 29 in 2004
- More single parents – due principally to growth in the number of children born mothers without a partner, rather than to marriage or cohabiting breakdowns
- More blended families
- More shared custody arrangements
- More same sex couple families

These changes have important consequences:

- Children are growing up with fewer siblings, as well as smaller extended families
- Because families have fewer children, parents are more intensely concerned about their welfare

Changes in family circumstances

The circumstances in which families are raising young children have also changed:

- More parents are working
- More mothers with babies are working
- More parents are doing shift work and working non-standard hours
- More parents are working longer hours
- More families are jobless
- More children are being raised in poverty

'There is virtually no evidence that increasing the incomes of families that already have a comfortable material standard of living is particularly beneficial to children. But there is plentiful evidence that poverty is harmful.' (Richardson, 2005, p. 122)

The need for parents to work has created a number of tensions that have not yet been satisfactorily resolved:

- Our society has an ambivalent attitude to the relation between parenting and employment. On one hand, it is seen to be highly desirable for parents to be in employment, yet it is also thought to be desirable for parents to be at home caring for their children, especially when they are little.
- Australian employers have not yet made the changes that are necessary to enable people to be good parents without paying a major price in terms of career progress or even current wage.
- 'In total, the workplace has become very hostile to parents, and hence to children. Many men are finding it hard to obtain adequate full-time work and hence to be breadwinners (or even to find a partner). Others, while they have high-paid jobs, find all their energy, attention and time being absorbed by the demands of work, so they have little left to give their children. The picture for women is different, as they have opted to work part-time to enable them to manage children and some paid work. But they pay a high price in terms of their job advancement and the low

incomes they can earn in casual and part-time work.’ (Stanley, Richardson and Prior, 2005)

There are a number of other social changes that have a significant impact on the conditions under which families are raising young children:

- There has been a partial erosion of traditional family and neighbourhood support networks, due to factors such as increased family mobility and the search for affordable housing
- There has been an increase in the number of parents whose own experiences of being parented were compromised, and who therefore have difficulty parenting their own children
- Because families are smaller, people have less exposure to parenting while growing up and therefore have fewer models to draw upon when they tackle the task themselves
- These social changes have also contributed to an undermining of confidence among parents in their ability to raise their children well
- There is no longer a social consensus about the right way to bring up children, or even that there is a single right way
- All these factors have contributed to an increase in the number of families with complex needs
- Overall, parenting young children has become a more complex and more stressful business for many families

Service delivery issues

The third reason why the service system needs to be reconfigured is that, as a result of the social and economic changes already noted, the services themselves are experiencing difficulties meeting the needs of children and families.

Challenges currently facing services for children and families

- The service system is having difficulty providing support to all families who are eligible – many or most forms of service have waiting lists
- Services cannot meet all the needs of families that they do serve
 - no single service is capable of meeting the complex needs of many families
 - these unmet needs may loom larger in the lives of parents than the needs of the child with a developmental or mental health problem.
- Families have difficulty finding out about and accessing the services they need
- Services are often not well integrated with one another and are therefore unable to provide cohesive support to families
- Services have difficulty tailoring their services to meet the diverse needs of families
- Services have difficulty reaching and engaging marginalised families effectively

- Services are typically treatment-oriented rather than prevention- or promotion-focused, and therefore cannot respond promptly to emerging child and family needs
- The service system does not maintain continuous contact with families of young children during the early years
- Many families are isolated and lack supportive personal networks - extended family, friends or other families of young children
- The early childhood field is undervalued and underfunded, and has difficulty attracting and retaining staff
- Many people working with children and families have not had opportunities to learn about recent early childhood research findings
- Many people working with children and families have not been trained in ways of working with families

Systemic issues

In addition to the challenges just listed, there are a number of systemic issues that create difficulties for child and family services.

- Government departments, research disciplines and service sectors tend to work in 'silos', despite there being strong arguments for greater service integration and a 'whole of government' approach to service delivery
- Responsibility for provision of services to young children and their families is spread across three levels of government - federal, state, and local - with different planning processes and funding priorities
- The combined effect of the growth in the numbers of aged people and the decline in the birth rate will be a reduction in the proportion of the population which is working and therefore paying taxes - thus creating a 'welfare squeeze' which reduces the general funds available for services
- Most specialist intervention services are already underfunded, and it is looking increasingly unlikely that they can ever be fully funded in their present forms
- Governments are more concerned about promoting general economic growth than reducing economic disparities, despite evidence of the link between widening social inequalities and worsening developmental outcomes
- Governments spend a disproportionate amount on services for adults and the aged, in comparison to the very young, despite the greater developmental importance of the early years and the greater likelihood of young children living in poverty

It should be acknowledged that the difficulties that services are having in meeting all the needs of all families are not the fault of the services themselves. In many respects, Australia has an exemplary system of child and family support services, and it worked well when society was more homogeneous and the demands upon families were fewer. However, the social and economic changes have greatly altered the circumstances in which families are raising young children, and the traditional forms of service and support have not yet fully adapted to the new environment.

Worsening developmental outcomes

The fourth reason why we need to rethink how best to support families of young children is that outcomes for children and young adults have worsened or are unacceptably high (Perrin, Bloom and Gortmaker, 2007; Stanley, Prior and Richardson, 2005; Richardson and Prior, 2005). Bruner (2004) refers to these as 'rotten outcomes'. (The term 'rotten outcomes' refers to a variety of child and adolescent problems, including infant mortality, low birth weight, child abuse, school dropout, juvenile delinquency, substance abuse, teen parenting, and youth violence.)

This phenomenon has been dubbed 'modernity's paradox':

'A puzzling paradox confronts observers of modern society. We are witnesses to a dramatic expansion of market-based economies whose capacity for wealth generation is awesome in comparison to both the distant and the recent past. At the same time, there is a growing perception of substantial threats to the health and well-being of today's children and youth in the very societies that benefit most from this abundance.' (Keating and Hertzman, 1999)

Similarly, in commenting on mental health outcomes, Rutter (2002) observes:

'Over the course of the last 50 years, there have been tremendous improvements in the physical health of children and in the life expectancy of adults. It is chastening to realize that there have not been parallel improvements in psychological functioning or mental health (Rutter & Smith, 1995). On the contrary, psychosocial disorders in young people have tended to increase in frequency over the last half century. Why has this been so? I would argue that this has to be an answerable question. If we had a proper understanding of why society has been so spectacularly successful in making things psychologically worse for children and young people, we might have a better idea as to how we can make things better in the future.'

This pattern is evident in all developed nations, including Australia:

'In Australia, decades of peace and economic prosperity had failed to translate into improvements in many measures of children's population health and well-being. In some areas, previous gains in health have slowed or have reversed, and there is a real possibility that the current generation of Australian children will not enjoy a better level of health and children than the preceding generation. In other areas, there is an increasing social divide with respect to the available opportunities to participate in the basic social, civic and economic activities of the nation.' (Zubrick, Silburn and Prior, 2005)

One manifestation of this paradox concerns people's well-being. Measures of social well-being used to increase in parallel with wealth as countries got richer during the course of economic development. But now, although rich countries have continued to get richer, measures of well-being have ceased to rise, and some have even fallen

back a little. Since the 1970s or earlier, there has been no increase in average well-being despite rapid increases in wealth (Wilkinson, 2005).

Worsening (or unacceptably high) developmental outcomes in young people include

- *Mental health* - eg. depression, suicide, drug dependence
- *Physical health* - eg. asthma, obesity, diabetes, heart disease
- *Academic achievement* - eg. literacy levels, retention rates, educational outcomes
- *Social adjustment* - eg. employment, juvenile crime

These have been summarised by Stanley, Richardson and Prior (2005) as follows:

- Increasing proportions of our children and youth have complex diseases such as asthma, diabetes, overweight and obesity, intellectual disabilities, and particularly psychological problems such as depression / anxiety, suicide and eating disorders.
- There have been no improvements in the proportions of our children born prematurely or underweight, or in those diagnosed with physical disabilities such as cerebral palsy.
- There have been perceived dramatic increases in a range of behaviour problems such as attention deficit disorder and hyperactivity; dangerous activities such as substance abuse; and the high levels of teenage pregnancies.
- Trends in behavioural and learning outcomes in schools are challenging teachers, and education departments are voicing concern at the levels of social and other problems in schools and how these may affect educational achievement.
- Not all types of juvenile crime have increased, but the most aggressive ones certainly have, such as assault and rape.
- Child abuse and neglect is reported more than ever before, although it may be that the occurrence is not really increasing, but that it is more acceptable to report it.
- Whatever the case, child protection services everywhere are in a state of crisis

Stanley et al note some common patterns in these trends:

- They are occurring at younger and younger ages
- Girls are now involved almost as frequently as boys in activities such as substance abuse, anti-social behaviour and aggressive crime.
- The problems are more severe, more complex, and more difficult to manage than 10-20 years ago.
- The different outcomes between the social levels of the Australian population have not levelled out as anticipated, but instead have become more marked.

Other points regarding developmental outcomes

- The rates of all these poor developmental outcomes have risen or are unacceptably high

- The developmental pathways that lead to each of these outcomes can be traced back to early childhood
- All the poor developmental outcomes identified have associated social and financial costs that cumulatively represent a considerable drain on societal resources (Collins and Lapsley, 2008; Kids First Foundation, 2003; Perrin, Bloom and Gortmaker, 2007)

These worsening outcomes in development and well-being appear to represent an *unintended* consequence of economic policies and practices that in other respects have been outstandingly successful. As Richardson and Prior (2005) have pointed out,

‘... overall economic growth in Australia has gone from being quite modest in the 15 years following 1975 to being relatively rapid in the subsequent 15 years. Together these years of growth have produced impressive levels of general material prosperity, although the benefits of this prosperity have been very unevenly shared. And it has come at a cost that we do not yet fully understand.’

New knowledge of factors affecting child development and family functioning

A fifth reason why we are rethinking how best to support young children and their families is the deepening of our understanding of how children develop and the factors that affect their development. The research findings are far too numerous to elucidate here, but key areas in which our knowledge has grown include the following:

- The nature and significance of the early years (McCartney and Phillips, 2005; Shonkoff and Phillips, 2000)
- The role and significance of relationships in child development (Gerhardt, 2004; National Scientific Council on the Developing Child, 2004a)
- The neurobiology of interpersonal relationships (Cozolino, 2002, 2006; Goleman, 2006; National Scientific Council on the Developing Child, 2004b, 2005; Siegel, 1999, 2001)
- Cumulative impact of multiple risk and protective factors on child functioning (Appleyard, Egeland, van Dulmen and Sroufe, 2005; Durlak, 1998; Shonkoff and Phillips, 2000)
- The interplay between genes and environment (Ridley, 2003; Rutter, 2006)

The growth in our understanding of family and community functioning has also been considerable, if less dramatic. Key findings include

- The relationship between parenting practices and child development (Barlow, Parsons and Stewart-Brown, 2005)
- Cumulative impact of multiple risk and protective factors on family functioning (Ghate and Hazel, 2002)

- The importance of social support for parental and family functioning (Cochran and Niego, 2002; Cooper, Arber, Fee and Ginn, 1999; Crnic and Stormshak, 1997; Thompson and Ontai, 2000)
- The prevalence of social gradient effects (Hertzman, 1999; Marmot, 2005; Wilkinson, 2005)
- The role of social capital (Coleman, 1988; Cox, 1995; 2002; OECD, 2001)

Efficacy of early intervention and the importance of the early years

The final reason why change is needed comes from the accumulating evidence of the long-term efficacy of early intervention and the economic benefits to be gained from investments in the early years. Again, there is only time to list a few of these findings:

- Long term effects of early childhood and early childhood intervention programs (Guralnick, 1997; Karoly, Greenwood, Everingham, Houbé, Kilburn, Rydell, Sanders and Chiesa, 1998; Karoly, Kilburn and Cannon, 2005)
- Cost effectiveness of early childhood and early childhood intervention programs (Galinsky, 2006; Karoly and Bigelow, 2005; Melhuish, 2003)
- The effectiveness of parenting interventions (Barlow, Parsons and Stewart-Brown, 2005; Moran, Ghate and van der Merwe, 2004)
- Benefits of investments in the early years (Cunha, Heckman, Lochner and Masterov, 2005; Heckman and Masterov, 2004; Lynch, 2004; Rolnick and Grunewald, 2003)

Together, the six factors just outlined - social and economic changes, changes in families and family circumstances, service delivery issues, worsening developmental outcomes, new knowledge of factors affecting child development and family functioning, and evidence of the efficacy of early intervention - make a powerful argument for rethinking how we deliver early childhood and family support services.

WHAT TO CHANGE

What form should this change take? There are three main ways in which change is needed: we need more supportive communities, better coordinated services, and improved forms of dialogue between communities and services.

- **More supportive communities.** As a result of the pervasive economic, social and demographic changes that have occurred over the past few decades, there has been a partial erosion of traditional family and neighbourhood support networks. This has left a greater proportion of parents of young children with relatively poor social support networks and therefore more vulnerable. The evidence regarding the importance of social support and social connectedness strongly suggests that one way in which we could address this problem is by providing families of young children with multiple opportunities to meet other families of young children.

- ***Better co-ordinated services.*** In the light of the difficulties that services have in meeting all the needs of all families effectively, the service system needs to become better integrated, so as to be able to meet the multiple needs of families in a more seamless way. We need to turn the system around so that it puts the customer first, tailoring our services to the needs and circumstances of families rather than the needs of professionals and bureaucracies.
- ***Improved forms of dialogue between communities and services.*** For the service system to become more responsive to the emerging needs of young children and families, we need better ways of communicating, more constant feedback. This needs to occur at all levels, involving service providers in their dealings with individual families, agencies with their client groups, and service systems with whole communities. For individual professionals, this means using a service philosophy based on family-centred and strength-based practices as well as needs-assessment procedures and tools that regard parent input as being as important as professional input. For service systems, it means developing skills in talking to communities of families – in other words, community-centred practice.

One way in which the service system will need to shift is from targeted and treatment approaches to a universal prevention approach to service provision (CCCH, 2006). In the existing system, targeted and treatment services are mostly located separately from universal services; there are referral ‘bottlenecks’ that result in delays in help being provided; and the communication between services tends to be one way. Services are having difficulties meeting the needs of all children and families effectively because they are too dependent upon scarce specialist services. The answer is not simply to increase funding for targeted and treatment services (such as early childhood intervention services) in their current forms. First, given the range of services that would need additional funding (which includes health, mental health, disability, special education, family support, parenting, child protection services etc.), the cost would be prohibitive. Second, the evidence would suggest that the targeted approach is not the most efficient and effective way of meeting the needs of all children and families, or even those of the most vulnerable children and families for whom they are intended.

The existing service system of universal, targeted and treatment services needs to be reconfigured as an integrated and tiered system of secondary and tertiary services, built upon a strong base of universal and primary services (CCCH, 2006). Secondary and tertiary services are similar to targeted and treatment services in that they provide direct services to children and families with problems and conditions that are either mild or moderate (secondary services) or chronic, complex and severe (tertiary services). However, the integrated tiered system differs in approach from the current system in a number of important ways:

- it has the capacity to respond to emerging problems and conditions, rather than waiting until problems become so entrenched and severe that they are finally eligible for service
- it focuses on targeting problems as they emerge through the secondary and tertiary layers, rather than people as risk categories, thus avoiding unnecessary stigmatising

- it aims to drive expertise down to universal and secondary services, facilitating collaboration and strengthening their capacity to deliver prevention and early intervention strategies
- it would have outreach bases co-located with universal services to facilitate collaboration and consultant support

REFERENCES

- Appleyard, K., Egeland, B., van Dulmen, M.H.M. and Sroufe, L.A. (2005). When more is not better: the role of cumulative risk in child behavior outcomes. **Journal of Child Psychology and Psychiatry**, **46** (3), 235-245.
- Bailey, D.B., McWilliam, R. A., Darkes, L.A., Hebbeler, K., Simeonsson, R.J., Spiker, D. and Wagner, M. (1998). Family outcomes in early intervention: A framework for program evaluation and efficacy research. **Exceptional Children**, **64** (3), 313-328.
- Bailey, D.B., McWilliam, P.J., Winton, P.J. and Simeonsson, R.J. (1992). **Implementing Family Centred Services in Early Intervention: A Team Based Model for Change**. Cambridge, Massachusetts: Brookline Books.
- Barlow, J., Parsons, J. and Stewart-Brown, S. (2005). Preventing emotional and behavioural problems: the effectiveness of parenting programmes with children less than 3 years of age. **Child: Care, Health and Development**, **31** (1), 33-42.
- Bernheimer, L.C., Gallimore, R. and Weisner, T.S. (1990). Ecocultural theory as a context for the Individual Service Plan. **Journal of Early Intervention**, **14** (3), 219-233.
- Bertacchi, J. and Norman-Murch, T. (1999). Implementing reflective supervision in non-clinical settings: Challenges to practice. **Zero to Three**, **20** (1), 18-23.
- Blue-Banning, M., Summers, J.A., Frankland, H.C., Nelson, L.L. and Beegle, G. (2004). Dimensions of family and professional partnerships: constructive guidelines for collaboration. **Exceptional Children**, **70** (2), 167-184.
- Briggs, M.H. (1997). **Building Early Intervention Teams: Working Together for Children and Families**. Gaithersburg, Maryland: Aspen Publishers.
- Bromwich, R. (1978). **Working with Parents and Infants: An Interactional Approach**. Baltimore, Maryland: University Park Press
- Bromwich, R. (1997). **Working with Families and Their Infants At Risk: A Perspective After 20 Years Experience**. Austin, Texas: Pro-Ed.
- Bronfenbrenner, U. (1979). **The ecology of human development: Experiments by nature and design**. Cambridge, MA: Harvard University Press.

- Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, & K. Luscher (Eds.), **Examining lives in context: Perspectives on the ecology of human development**. Washington, DC: American Psychological Association.
- Bronfenbrenner, U. and Morris, P. (1998). The ecology of developmental processes. In R. M. Lerner (Ed.), **Handbook of child psychology: Vol. 1. Theoretical models of human development**. New York: Wiley.
- Bruder, M.B. (2000). Family-centered early intervention: Clarifying our values for the new millennium. **Topics in Early Childhood Special Education, 20** (2), 105-115.
- Bruder, M.B. and Dunst, C.J. (1999). Expanding learning opportunities for infants and toddlers in natural environments: A chance to reconceptualize early intervention. **Zero to Three, 20** (3), 34-36.
- Brunelli, J. and Schneider, E.F. (2004). The seven Rs of team building. **Zero to Three, 25** (2), 47-49.
- Buyse, V. and Wesley, P.W. (1993). The identity crisis in early childhood special education: A call for professional role clarification. **Topics in Early Childhood Special Education, 13**, 418-429.
- Buyse, V. and Wesley, P.W. (2005). **Consultation in Early Childhood Settings**. Baltimore, Maryland: Paul H. Brookes.
- Centre for Community Child Health (2006). **Services for Young Children and Families: An Integrated Approach**. Policy Brief 4, 2006. Melbourne, Victoria: Centre for Community Child Health, Royal Children's Hospital.
- Childress, D.C. (2004). Special instruction and natural environments: Best practices in early intervention. **Infants & Young Children, 17** (2), 162-170.
- Cochran, M and Niego, S. (2002). Parenting and social networks. In M.H. Bornstein (Ed.). **Handbook of Parenting (2nd. Ed.) – Volume 4**. Marwah, New Jersey: Lawrence Erlbaum Associates.
- Coleman, M. R., Buyse, V., and Neitzel, J. (2006). **Recognition and response: An early intervening system for young children at risk for learning disabilities**. Chapel Hill, North Carolina: Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill.
- Collins, D.J. and Lapsley, H.M. (2008). **The costs of tobacco, alcohol and illicit drug abuse to Australian society in 2004/05**. National Drug Strategy Monograph Series No. 66. Canberra, ACT: Commonwealth Department of Health and Ageing.
- Conn-Powers, M. and Dixon, S.D. (2003). **Evaluation of Indiana's First Steps Early Intervention System**. Bloomington, Indiana: Early Childhood Centre, Indiana

Institute on Disability and Community, Indiana University-Bloomington.
<http://www.iidc.indiana.edu/ecc/downloads/November2003FSReport.pdf>

- Cooper, H., Arber, S., Fee, L. and Ginn, J. (1999). **The Influence of Social Support and Social Capital on Health**. London, UK: Health Education Authority.
- Coleman, J.S. (1988). Social capital in the creation of human capital. **American Journal of Sociology**, **94**, 94-120.
- Cox, E. (1995). **A Truly Civil Society: Boyer Lectures 1995**. Sydney, NSW: ABC Books.
- Cox, E. (2002). **The Social Audit Cookbook: Recipes for auditing the way we connect**. Melbourne, Victoria: The Lance Reichstein Foundation.
- Cozolino, L. (2006). **The Neuroscience of Human Relationships: Attachment and the Developing Social Brain**. New York: W.W. Norton.
- Crnic, K. and Stormshak, E. (1997). The effectiveness of providing social support for families of children at risk. In Guralnick, M.J. (Ed.), **The Effectiveness of Early Intervention**. Baltimore, Maryland: Paul H. Brookes.
- Cunha, F., Heckman, J.J., Lochner, L.J. and Masterov, D. (2005). Interpreting the evidence on life cycle skill formation. In E. Hanushek and F. Welch (Eds.), **Handbook of the Economics of Education**. Amsterdam: North Holland.
- Davis, H., Day, C. and Bidmead, C. (2002). **Working in Partnership with Parents: The Parent Adviser Model**. London: The Psychological Corporation.
- Drennan, A., Wagner, T. and Rosenbaum, P. (2005). **The 'Key Worker' Model of Service Delivery**. *Keeping Current #1-2005*. Hamilton, Ontario: CanChild Centre for Disability Research. <http://bluewirecs.tzo.com/canchild/kc/KC2005-1.pdf>
- Dunst, C.J. (1996). Early intervention in the USA: Programs, models and practices. In M. Brambling, A. Beelmann and H. Rauh (Eds.), **Intervention in Early Childhood: Theory, Evaluation and Research**. Berlin / New York: de Gruyter.
- Dunst, C.J. (1997). Conceptual and empirical foundations of family-centered practice. In R. Illback, C. Cobb and H. Joseph (Eds.), **Integrated Services for Children and Families: Opportunities for Psychological Practice**. Washington, D.C.: American Psychological Association.
- Dunst, C. J. (2001). Participation of young children with disabilities in community learning activities. In M. Guralnick (Ed.), **Early Childhood Inclusion: Focus on Change**. Baltimore, Maryland: Paul H. Brookes.
- Dunst, C.J. and Bruder, M.B. (2002). Valued outcomes of service coordination, early intervention, and natural environments. **Exceptional Children**, **68** (3), 361-

375.

- Dunst, C.J. and Trivette, C.M. (1996). Empowerment, effective helpgiving practices and family-centered care. **Pediatric Nursing**, **22** (4), 334-337, 343.
- Dunst, C.J., Trivette, C.M. and Cutspec, P.A. (2002). An evidence-based approach to documenting the characteristics and consequences of early intervention practices. **Centerscope: Evidence-based Approaches to Early Childhood Development**, **1** (2), 1-6.
- Durlak, J.A. (1998). Common risk and protective factors in successful prevention programs. **American Journal of Orthopsychiatry**, **68** (4), 512-520.
- Edelman, L. (2004). A relationship-based approach to early intervention. **Resources and Connections**, 3 (2)(July-September), 2-10.
http://www.cde.state.co.us/earlychildhoodconnections/pdf/Newsletter_14.pdf
- Erickson, M.F. and Kurz-Riemer, K. (1999). Strengthening family support networks. Ch. 5 in **Infants, Toddlers, and Families: A Framework for Support and Intervention**. New York: The Guilford Press.
- Friedman, M. (2005). **Trying Hard Is Not Good Enough: How to Produce Measurable Improvements for Customers and Communities**. Victoria, British Columbia: Trafford Publishing.
- Fuchs, D. and Fuchs, L.S. (2005). Responsiveness to intervention: A blueprint for practitioners, policymakers, and parents. **Teaching Exceptional Children**, **38** (1), 57-61.
- Galinsky, E. (2006). **The Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference?** Washington, DC: The Committee for Economic Development.
- Gallimore, R., Bernheimer, L.P. and Weisner, T. (1999) Family life is more than managing crisis: Broadening the agenda of research on families adapting to childhood disability. In Gallimore, R., Bernheimer, L.P., MacMillan, D.L., Speece, D.L. and Vaughn, S. (Eds.). **Developmental Perspectives on Children with High-Incidence Disabilities**. Mahwah, New Jersey & London: Lawrence Erlbaum Associates.
- Gallimore, R., Weisner, T.S., Bernheimer, L.P., Guthrie, D. and Nihira, K. (1993). Family responses to young children with developmental delays: Accommodation activity in ecological and cultural context. **American Journal on Mental Retardation**, **98** (2), 185-206.
- Gerhardt, S. (2004). **Why Love Matters: How Affection Shapes a Baby's Brain**. London, UK: Brunner-Routledge.

- Gettinger, M., Stoiber, K.C., Goetz, D. and Caspe, E. (1999). Competencies and training needs for early childhood inclusion specialists. **Teacher Education and Special Education**, **22** (1), 51-54.
- Ghate, D. and Hazel, N. (2002). **Parenting in Poor Environments: Stress, Support and Coping**. London, UK: Jessica Kingsley Publishers.
- Gilkerson, L. (2004). Reflective supervision in infant-family programs: Adding clinical process to non-clinical settings. **Infant Mental Health Journal**, **25** (5), 424-439.
- Gilkerson, L. and Kopel, C.C. (2005). Relationship-based systems change: Illinois' model for promoting social-emotional development in Part C Early Intervention. **Infants and Young Children**, **18** (4), 349-365.
- Gilkerson, L. and Ritzler, T.T. (2005). The role of reflective process in infusing relationship-based practice into an early intervention system. In K.M. Finello (Ed.). **The Handbook of Training and Practice in Infant and Preschool Mental Health**. New York: Jossey-Bass.
- Goleman, D. (2006). **Social Intelligence: The Hidden Impact of Relationships**, New York: Random House.
- Gowen, J.W. and Nebrig, J.B. (2001). **Enhancing Early Emotional Development: Guiding Parents of Young Children**. Baltimore, Maryland: Paul H. Brookes.
- Guralnick, M.J. (Ed.) (1997). **The Effectiveness of Early Intervention**. Baltimore, Maryland: Paul H. Brookes.
- Guralnick, M. (Ed.) (2001). **Early Childhood Inclusion: Focus on Change**. Baltimore, Maryland: Paul H. Brookes.
- Guralnick, M.J. (Ed.) (2005). **The Developmental Systems Approach to Early Intervention**. Baltimore, Maryland: Paul H. Brookes.
- Hanft, B.E., Rush, D.D. and Shelden, M.L. (2004). **Coaching Families and Colleagues in Early Childhood**. Baltimore, Maryland: Paul H. Brookes.
- Hanft, B.E. and Pilkington, K.O. (2000). Therapy in natural environments: The means or end goal for early intervention? **Infants and Young Children**, **12** (4), 1-13.
- Harbin, G. L., McWilliam, R. A. and Gallagher, J. J. (2000). Services for young children with disabilities and their families. In J. F. Shonkoff and S.J. Meisels (Eds.), **Handbook of Early Childhood Intervention (2nd Ed)**. Cambridge, UK: Cambridge University Press.
- Harbin, G., Rous, B. and McLean, M. (2005). Issues into designing state accountability systems. **Journal of Early Intervention**, **27** (3), 137-164.

- Heckman J.J. and Masterov, D.V. (2004). **The Productivity Argument for Investing in Young Children**. Committee on Economic Development Working Paper No. 5. Washing, DC: Committee on Economic Development.
- Heffron, M.C. (2000). Clarifying concepts of infant mental health — promotion, relationship-based preventative intervention, and treatment. **Infants and Young Children**, **12**(4), 14-21.
- Heffron, M.C., Ivins, B. and Weston, D.R. (2005). Finding an authentic voice: Use of self: essential learning processes for relationship-based work. **Infants and Young Children**, **18** (4), 323-336.
- Hemmeter, M.L., Joseph, G.E., Smith, B.J. and Sandall, S. (2001). **DEC Recommended Practices Program Assessment: Improving Practices for Young Children with Special Needs and Their Families**. Longmont, Colorado: Sopris West.
- Hornby, G. (1994). **Counselling in Child Disability: Skills for Working with Parents**. London: Chapman and Hall.
- Johnson, L.J., Zorn, D., Tam, B.K.Y., Lamontagne, M. and Johnson, S.A. (2003). Stakeholders' views of factors that impact successful interagency collaboration. **Exceptional Children**, **69** (2), 195-209.
- Karoly, L.A. and Bigelow, J.H. (2005). **The Economics of Investing in Universal Preschool Education in California**. Santa, Monica: California: RAND Corporation.
- Karoly, L.A., Greenwood, P.W., Everingham, S.S., Houbé, J., Kilburn, M.R., Rydell, C.P., Sanders, M. and Chiesa, J. (1998). **Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions**. Santa Monica, California: RAND Corporation.
- Karoly, L.A., Kilburn, M.R. and Cannon, J.S. (2005). **Proven Benefits of Early Childhood Interventions**. RAND Labour and Population Research Brief. St. Monica, California: RAND Corporation.
- Keating, D.P. and Hertzman, C. (1999). Modernity's paradox. In Keating, D.P. and Hertzman, C. (Eds.). **Developmental Health and the Wealth of Nations: Social, Biological, and Educational Dynamics**. New York: The Guilford Press.
- Kids First Foundation (2003). **Report into the Cost of Child Abuse and Neglect in Australia**. Albion, Queensland: Kids First Foundation.
- Knapp-Philo, J., Corso, R.M., Brekken, L.J. and Bair Heal, H. (2004). Training to make and sustain change: The Hilton/Early Head Start Program. **Infants & Young Children**, **17** (2), 171-183.

- Hertzman, C. (1999). Population health and human development. In Keating, D.P. and Hertzman, C. (Eds.). **Developmental Health and the Wealth of Nations: Social, Biological, and Educational Dynamics**. New York: The Guilford Press.
- Law, M. (2000). Strategies for implementing evidence-based practice in early intervention. **Infants and Young Children**, 13 (2), 32-40.
- Lowenthal, B. (1996). Emerging trends in the training of early interventionists. **Infant-Toddler Intervention**, 6 (4), 325-31.
- Lynch, R.G. (2004). **Exceptional Returns: Economic, Fiscal, and Social Benefits of Investment in Early Childhood Development**. Washington, DC: Economic Policy Institute.
- McBride, S.L. and Brotherson, M.J. (1997). Guiding practitioners toward valuing and implementing family-centered practice. In P.J. Winton, J.A. McCollum and C. Catlett (Eds.). **Reforming Personnel Preparation in Early Intervention: Issues, Models, and Practical Strategies**. Baltimore, Maryland: Paul H. Brookes.
- McCartney, K. and Phillips, D. (Eds.)(2005). **Blackwell Handbook of Early Childhood Development**. Oxford, UK: Blackwell Publishers.
- McCashen, W. (2004). **Communities of Hope: A Strength-Based Resource for Building Community**. Bendigo, Victoria: Solutions Press.
- McWilliam, R.A. (2000). Recommended practices in interdisciplinary models. In S. Sandall, M.E. McLean and B.J. Smith (Eds.), **DEC Recommended Practices in Early Intervention / Early Childhood Special Education**. Longmont, Colorado: Sopris West.
- Marmot, M. (2005). Social determinants of health inequalities. **Lancet**, 365: 1099–104.
- Martin, N.R.M. (2004). **A Guide to Collaboration for IEP Teams**. Baltimore, Maryland: Paul H. Brookes.
- Meisels, S.J. and Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J.P. Shonkoff and S.J. Meisels (Eds.). **Handbook of Early Childhood Intervention (2nd. Ed.)**. Cambridge, UK: Cambridge University Press.
- Meisels, S.J. and Shonkoff, J.P. (2000). Early childhood intervention: A continuing evolution. In J.P. Shonkoff and S.J. Meisels (Eds.), **Handbook of Early Childhood Intervention (2nd. Ed.)**. Cambridge, UK: Cambridge University Press.

- Melhuish, E.C. (2003). **A Literature Review of the Impact of Early Years Provision on Young Children, with Emphasis Given to Children from Disadvantaged Backgrounds.** London, UK: National Audit Office.
- Moore, R.E. and Moore, T.G. (2003). Working with families of children with developmental disabilities: What makes professionals effective. Paper delivered at *1st International Congress of the International Society on Early Intervention*, Rome, 18th-20th September.
- Moore, T.G. (1996). Promoting the healthy functioning of young children with developmental disabilities and their families: The evolution of theory and research. **Family Matters, No. 44**, 20-25.
- Moore, T.G. (2004). Blazing new trails: Finding the most direct routes in early childhood intervention. Invited address to *6th National Conference of Early Childhood Intervention Australia*, Melbourne, July.
- Moore, T.G. (2005). Why intervene early? Rationale and evidence. In C. Johnston and G. Salter (Eds.). **Does this Child Need Help? Identification and Early Intervention (2nd Ed.)**. Sydney, NSW: Early Childhood Intervention Australia (NSW).
- Moore, T.G. (2006a). Starting with the end in mind: Outcomes in early childhood intervention and how to achieve them. Workshop delivered at *7th National Conference of Early Childhood Intervention Australia*, Adelaide, 5th March.
- Moore, T.G. (2006b). Parallel processes: Common features of effective parenting, human services, management and government. Invited address to *7th National Conference of Early Childhood Intervention Australia*, Adelaide, 5th-7th March.
http://www.eciavic.org.au/publications/ECIAVC_Conference2006.html#parallel_process
- Moore, T.G. with Larkin, H. (2006). **'More Than My Child's Disability': A Comprehensive Review of Family-Centred Practice and Family Experiences of Early Childhood Intervention Services.** Melbourne, Victoria: Scope (Vic) Inc.
http://www.rch.org.au/emplibrary/ccch/EY_Mod2_Reading.pdf
- Moran, P., Ghate, D. and van der Merwe, A. (2004). **What Works in Parenting Support? A Review of the International Evidence.** Research Report 574, London: Department for Education and Skills.
- National Association of State Directors of Special Education. (2005). **Response to intervention: Policy considerations and implementation.** Alexandria, Virginia: National Association of State Directors of Special Education.
- National Scientific Council on the Developing Child (2004a). **Young Children Develop in an Environment of Relationships.** NSCDC Working Paper No. 1. Waltham, Massachusetts: National Scientific Council on the Developing

Child, Brandeis University.

[www.developingchild.net/pubs/wp/Young Children Environment Relationship s.pdf](http://www.developingchild.net/pubs/wp/Young_Children_Environment_Relationships.pdf)

National Scientific Council on the Developing Child (2004b). **Children's Emotional Development is Built into the Architecture of their Brains**. NSCDC Working Paper No. 2. Waltham, Massachusetts: National Scientific Council on the Developing Child, Brandeis University.
www.developingchild.net/pubs/wp/emotional_development_is_built.pdf

National Scientific Council on the Developing Child (2005). **Excessive Stress Disrupts the Architecture of the Developing Brain**. NSCDC Working Paper No. 3. Waltham, Massachusetts: National Scientific Council on the Developing Child, Brandeis University.
www.developingchild.net/pubs/wp/excessive_stress.pdf

Noonan, M.J. and McCormick, L. (2005). **Young Children with Disabilities in Natural Environments: Methods and Procedures**. Baltimore, Maryland: Paul H. Brookes.

Norman-Murch, T. and Ward, G. (1999). First steps in establishing reflective practice and supervision: Organizational issues and strategies. **Zero to Three**, **20** (1), 10-14.

Noyes-Grosser, D.M., Holland, J.P., Lyons, D., Holland, C.L., Romanczyk, R.G. and Gillis, J.M. (2005). Rationale and methodology for developing guidelines for early intervention services for young children with developmental disabilities. **Infants & Young Children**, **18** (2), 119-125.

Odom, S.L. and Wolery, M. (2003). A unified theory of practice in early intervention / early childhood special education: Evidence-based practices. **The Journal of Special Education**, **37** (3), 164-173.

Organisation for Economic Co-operation and Development (2001). **The Well-Being of Nations: The Role of Human and Social Capital**. Paris, France: OECD Publications.

Pawl, J. (1995). On supervision. In R. Shanok, L. Gilkerson, L. Eggbeer and E. Fenichel (Eds.), **Reflective supervision: A relationship for learning. Discussion guide** (pp. 41–49). Arlington, Virginia: Zero to Three.

Pawl, J. and Milburn, L.A. (2006). Family and relationship-centered principles and practices. In G.M. Foley and J.D. Hochman (Eds.). **Mental Health in Early Intervention: Achieving Unity in Principles and Practice**. Baltimore, Maryland: Paul H. Brookes.

Pawl, J.H. and St. John, M. (1998). **How You Are Is As Important As What You Do**. Washington, DC: Zero to Three Press.

- Pilkington, K. and Malinowski, M. (2002). The natural environment II: Uncovering deeper responsibilities within relationship-based services. **Infants and Young Children**, **15** (2), 78-84.
- Rapport, M.J.K., McWilliam, R.A. and Smith, B.J. (2004). Practices across disciplines in early intervention: the research base. **Infants & Young Children**, **17** (1), 32-44.
- Richardson, S. and Prior, M. (2005). Childhood today. In S. Richardson and M. Prior (2005). **No Time to Lose: The Wellbeing of Australia's Children**. Melbourne, Victoria: Melbourne University Press.
- Ridley, M. (2003). **Nature via Nurture: Genes, Experience and What Makes Us Human**. London, UK: Fourth Estate.
- Rolnick, A. and Grunewald, R. (2003). **Early Childhood Development: Economic Development with a High Public Return**. Federal Bank of Minneapolis: fedgazette (March)
- Rosenbaum, P., King, S., Law, M., King, G. and Evans, J. (1998). Family-centred service: A conceptual framework and research review. **Physical and Occupational Therapy in Pediatrics**, **18** (1), 1-20.
- Rosin, P. and Hecht, E. (1997). Service coordination in early intervention: Competencies, curriculum, challenges, and strategies. In P.J. Winton, J.A. McCollum and C. Catlett (Eds.). **Reforming Personnel Preparation in Early Intervention: Issues, Models, and Practical Strategies**. Baltimore, Maryland: Paul H. Brookes.
- Rutter, M. (2002). Nature, nurture, and development: from evangelism through science toward policy and practice. **Child Development**, **73** (1), 1-21.
- Rutter, M. (2006). **Genes and Behaviour: Nature-Nurture Interplay Explained**. Oxford, UK: Blackwells.
- Rutter, M. and Smith, D. (1995). **Psychosocial disorders in young people: Time trends and their causes**. Chichester, U.K.: Wiley.
- Saleebey, D. (Ed.)(2006). **The Strengths Perspective in Social Work Practice (4th Ed.)**. Boston, Massachusetts: Allyn and Bacon.
- Sameroff, A.J. and Chandler, M.J. (1975). Reproductive risk and the continuum of caretaking casualty. In F.D. Horowitz, M. Hetherington, S. Scarr-Salapatek and G. Siegel (Eds), **Review of Child Development Research, Vol. 4**. Chicago, Illinois: University of Chicago Press.
- Sameroff, A.J. and Fiese, B.H. (2000). Transactional regulation: the developmental ecology of early intervention. In J.P. Shonkoff and S.J. Meisels (Eds.). **Handbook of Early Childhood Intervention (2nd Ed.)**. Cambridge, UK: Cambridge University Press.

- Schneider, J.W., Gurucharri, L.M., Gutierrez, A.L. and Gaebler-Spira, D.J. (2001). Health-related quality of life and functional outcome measures for children with cerebral palsy. **Developmental Medicine and Child Neurology**, **43**, 601-608.
- Schön, D.A. (1987). **Educating the Reflective Practitioner**. San Francisco, California: Jossey-Bass.
- Scott, D. and O'Neil, D. (2003). **Beyond Child Rescue: Developing Family-Centred Practice at St. Luke's**. Bendigo, Victoria: Solutions Press.
- Shonkoff, J.P. and Phillips, D.A. (Eds) (2000). **From Neurons to Neighborhoods: The Science of Early Childhood Development**. Committee on Integrating the Science of Early Childhood Development, National Research Council and Institute of Medicine. Washington, DC: National Academy Press.
- Siegel, D.J. (1999). **The Developing Mind: Toward a Neurobiology of Interpersonal Experience**. New York: The Guilford Press.
- Siegel, D.J. (2001). Toward an interpersonal neurobiology of the developing mind: attachment relationships, "mindsight," and neural integration. **Infant Mental Health Journal**, **22**, (1-2), 67-94.
- Sloper, P. (1999). Models of service support for parents of disabled children. What do we know? What do we need to know? **Child: care, health and development**, **25** (2), 85-99.
- Sloper, P., Greco, V., Beecham, J. and Webb, R. (2006). Key worker services for disabled children: what characteristics of services lead to better outcomes for children and families? **Child: Care, Health and Development**, **32** (2), 147-157.
- Stanley, F., Prior, M. and Richardson, S. (2005). **Children of the Lucky Country?** South Yarra, Victoria: Macmillan Australia.
- Stayton, V. and Bruder, M.B. (1999). Early intervention personnel preparation for the new millennium: Early childhood special education. **Infants and Young Children**, **12** (1), 59-69.
- Straka, E. and Bricker, D. (1996). Building a collaborative team. In D. Bricker and A. Widerstrom (Eds.). **Preparing Personnel to Work with Infants and Young Children and Their Families: A Team Approach**. Baltimore, Maryland: Paul H. Brookes.
- Thompson, R.A. and Ontai, L. (2000). Striving to do well what comes naturally: Social support, developmental psychopathology, and social policy. **Development and Psychopathology**, **12** (4), 657-675.
- Turnbull, A.P., Turbiville, V. and Turnbull, H.R. (2000). Evolution of family-professional partnerships: Collective empowerment as the model for the early

twenty-first century. In J.P. Shonkoff and S.J. Meisels (Eds.). **Handbook of Early Childhood Intervention (2nd Ed.)**. Cambridge, Massachusetts: Cambridge University Press.

Wesley, P.W. and Buysse, V. (2001). Communities of practice: Expanding professional roles to promote reflection and shared inquiry. **Topics in Early Childhood Special Education, 21** (2), 114-123

Weston, D.R. (2005). Training in infant mental health: educating the reflective practitioner. **Infants and Young Children, 18** (4), 337-348.

Weston, D.R., Ivins, B., Heffron, M.C., and Sweet, N. (1997). Formulating the centrality of relationships in early intervention: An organizational perspective. **Infants and Young Children, 9** (3), 1-12.

Widerstrom, A. and Abelman, D. (1996). Team training issues. In D. Bricker and A. Widerstrom (Eds.). **Preparing Personnel to Work with Infants and Young Children and Their Families: A Team Approach**. Baltimore, Maryland: Paul H. Brookes.

Wilkinson, R.G. (2005). **The Impact of Inequality: How to Make Sick Societies Healthier**. New York: The New Press.

Zeitlin, S. and Williamson, G.G. (1994). **Coping in Young Children: Early Intervention Practices to Enhance Adaptive Behaviour and Resilience**, Baltimore, Maryland: Paul H. Brookes.

Zubrick, S.R., Silburn, S.R. and Prior, M. (2005). Resources and context support child development: implications for children and society. In S. Richardson and M. Prior (Eds.). **No Time to Lose: The Wellbeing of Australia's Children**. Melbourne, Victoria: Melbourne University Press.

CONTACT DETAILS

Dr. Tim Moore
Senior Research Fellow

Centre for Community Child Health,
Murdoch Childrens Research Centre,
Royal Children's Hospital, Flemington Road,
Parkville, Victoria, Australia 3052

Phone: +61-3-9345 5040
Fax: +61-3-9345 5900
Email: tim.moore@mcri.edu.au

Websites: www.rch.org.au/ccch
www.ecconnections.com.au