



The PIWI Experience
Nebraska Young Child Institute
June 27, 2016

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Three questions about PIWI:

- ◆ What is PIWI?
- ◆ PIWI implementation in Nebraska
- ◆ Why is PIWI powerful?

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)

PIWI: What's it all about?



3 KEY OUTCOMES

- Competence
- Confidence
- Mutual Enjoyment

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."



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

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

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 and Games	10 min
Closing Discussion	15 min
Sharing What Happened	
Carry Over to Home	
Goodbye Song	

Characteristics of Mutually Satisfying Interactions

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



Temperament Types

Flexible	Shy	Feisty
Regular rhythms	Adapts slowly	Active
Positive mood	Withdraws	Intense
Adaptability		Distractible
Low Intensity		Sensitive
Low Sensitivity		Irregular
		Moody

Why is understanding temperament **important** in relation to social emotional **development**?

- Helps us be more nurturing, responsive and effective
- Children get message it's okay to be who they are
- Helps support "goodness of fit"
- Helps us better "Match" child

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

Turning Dyadic Interaction Characteristics Into Strategies

...any alterations or additions that the adult intentionally uses during adult-child interactions to facilitate a better match with the child and to foster his/her development.

The Goals of Dyadic . . .

Increase confidence and competence to:

- “read” the child’s messages
- respond to the child’s messages
- experience fun together

Maintain Child’s Interest and Attention

- Establish self as an interesting partner
- Maintain warm, encouraging manner
- Provide clear emotional signals
- Use novelty and exaggeration to capture interest
- Be sensitive and responsive to child’s emotional expressions
- Regulate pace of interaction in response to child’s mood and emotional cues
- Recruit child’s attention when unengaged or unfocused
- Introduce new focus or activity when needed

Establish Reciprocal Roles
Turn-Taking

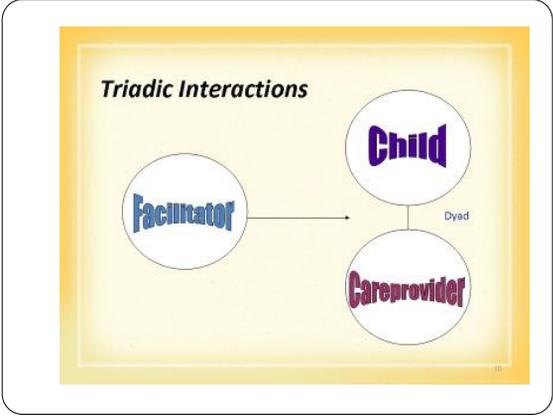
- Respond to child's initiations
- Establish predictable, reciprocal interaction routines
- Provide time for child to take a turn
- Let child know that a response is expected . . . then WAIT
- Imitate . . . then WAIT

Establish Reciprocal Roles
(Turn-Taking)



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



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.

- Triadic Strategies**
Least to Most
- Establish a Dyadic Context
 - Affirm/Acknowledge Parenting Competence
 - Focus Attention
 - Provide Developmental Information
 - Model Suggest

Triadic Rules to Guide the Facilitator

- Put yourself in the parent's shoes in order to achieve the right level of support
- Think about the strengths of the dyad
- Think about the key outcomes of supporting confidence and competence
- Be careful with "modeling" and "suggesting"
- Choose the least directive/support triadic strategy and then wait, watch and adjust

Parents as Observers

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

Provide Developmental Information...



Two Approaches to “soften” the facilitator input”

- 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 ...”

Why Parents as Observers?

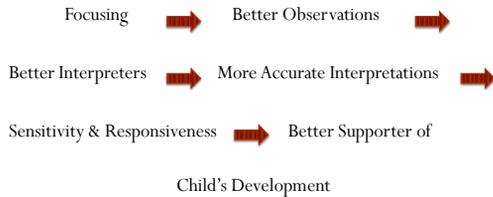
Benefits to Parents:

- 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

Benefits to Children:

- Practice and demonstrate what they can do
- Expand what they already do, know, and feel
- Gain confidence and feel good about themselves
- Have fun with their parent(s)

Why Focus?



Developmental Observation Topics (DOT)

What I'm Like

(more than just developmental information!)



DOT Definitions...

A Developmental Observation Topic

...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.

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

A Developmentally Supportive Environment is...



- Warm
- Predictable
- Developmentally matched
- Responsive

PIWI in Nebraska

Counties with PIWI:

- Dodge
- Lincoln
- Dakota
- Platte-Colfax
- Madison

PIWI (July 2014 – June 2015)

- Number of Families Served Directly 202
- Number of Families Served Indirectly 75
- Number of Children Served Directly 237
- Number of Children Served Indirectly 141
- Number of Parents with Disabilities Served Directly 5
- Number of Staff Participating 19
- Number of Children Directly Served with Disabilities 9
- Number of Organizations Participating 15
- Number of First Time Children with Substantiated Child Abuse Who Were Directly Served 4

Parent Improvements

Nebraska Parents who participated in PIWI with their children demonstrated improvement in all five Protective Factors.

- Social Connections
- Concrete Supports
- Nurturing & Attachment
- Knowledge of Child Development
- Family Functioning/Parental Resilience



Parents who participated in PIWI with their children demonstrated **significant** improvements in Concrete Supports and Parental Resilience.

In Summary



The PIWI Model Components:

- PIWI Philosophy
- Dyadic Strategies
- Triadic Strategies
- Developmental Observation Topics
- PIWI Environmental Plans

Why is PIWI Powerful?
