Characteristics and Consequences of Resource-Based Intervention Practices

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Abstract

Selected references to different characteristics of resource-based intervention practices are included in this bibliography. Resource-based intervention practices are ones that focus on use of both informal and formal supports as sources of advice, guidance, material support, etc. to help individuals and families achieve desired outcomes. The particular sources of information included in this bibliography are ones that provide a foundation for understanding the characteristics and consequences of strategies for mobilizing and providing resources and supports to families of young children to achieve desired child and family outcomes.

This *CASEmaker* bibliography includes selected references to different characteristics and consequences of resource-based intervention practices. Resource-based intervention practices constitute a set of strategies that focus on mobilization and provision of *resources and supports* to individuals and families to achieve their desired outcomes. In contrast to traditional service-based practices, which are inherently deficit-based, professionally-centered, and tend to foster dependency (Kretzmann & McKnight, 1993; Sarason, Carroll, Maton, Cohen, & Lorentz, 1988a, 1988b), resource-based intervention practices are asset-based, community-based, and both build and strengthen individual, family, and community capacity (Dunst, Trivette, & Deal, 1994; Trivette, Dunst, & Deal, 1997).

In the context of a resource-based intervention practices framework, *resources* are operationally defined as the full range of possible types of community help or assistance—potentially useful information, advice, guidance, experiences, opportunities, and so forth—that are used to achieve outcomes desired by an individual, family, or group. In contrast, *services* are operationally defined as specific or particular activities employed by a professional or agency to assist an individual, family, or group (e.g., occupational therapy or special instruction).

Although resource-based intervention practices are broadly applicable to a range of situations (Kretzmann & McKnight, 1993; Sarason et al., 1988a; Sarason et al., 1988b; Trivette et al., 1997; Weissbourd, 1994), the focus of this *CASEmaker* bibliography is on the use of resource-based intervention practices as part of early childhood intervention and family support. The specific approach to resource-based intervention practices constituting the focus of this bibliography is the model described by Dunst and his colleagues (Dunst et al., 1994; Trivette et al., 1997). Resource-based intervention practices are one component of an integrated approach to early childhood intervention and family support that aims to support and strengthen child, parent, and family competence (Dunst, 2000, 2004). The *Prescription for Practice* lists four articles that readers should find helpful for understanding the characteristics and consequences of resource-based intervention practices as they are applied in early childhood intervention and family support.

Rx   Prescription for Practice   Rx

Increase your understanding of the conceptualization, key characteristics, outcomes and benefits of resource-based intervention practices by reading, reflecting on, and mastering the following:

Dunst, C. J., Trivette, C. M., & Deal, A. G. (1994). Resource-based family-centered intervention practices. In C. J. Dunst, C. M. Trivette & A. G. Deal (Eds.), *Supporting and strengthening families: Methods, strategies and practices* (pp. 140-151). Cambridge, MA: Brookline Books.

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Snow, K. (2001). Living natural lives: Natural supports + generic services = community!. *Revolutionary Common Sense, 1(2): 4-5*, 15.

Trivette, C. M., Dunst, C. J., & Deal, A. G. (1997). Resource-based approach to early intervention. In S. K. Thurman, J. R. Cornwell & S. R. Gottwald (Eds.), *Contexts of early intervention: Systems and settings* (pp. 73-92). Baltimore: Brookes.

Resource-Based Intervention Practices

Foundations

The foundations of resource-based intervention practices include theoretical and conceptual formulations in social network theory, ecological psychology, and developmental psychology. The references included in this section of the bibliography provide the background for understanding the manner in which personal social network members constitute sources of resources and supports that families and family members might use to support children's development, promote parenting confidence and competence, and strengthen family functioning.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

Cohen, S., & Syme, S. L. (Eds.). (1985). *Social support and health*. Orlando, FL: Academic Press.

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vention". *Topics in Early Childhood Special Education, 20*, 95-104.

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Garbarino, J., & Kostelny, K. (1993). Neighborhood and community influences on parenting. In T. Luster & L. Okagaki (Eds.), *Parenting: An ecological perspective* (pp. 203-226). Hillsdale, NJ: Erlbaum.

Hobbs, N., Dokecki, P. R., Hoover-Dempsey, K. V., Moroney, R. M., Shayne, M. W., & Weeks, K. H. (1984). *Strengthening families*. San Francisco: Jossey-Bass.

Nagi, S. Z. (1991). Disability concepts revisited: Implications for prevention. In A. M. Pope & A. R. Tarlove (Eds.), *Disability in America: Toward a national agenda for prevention*. Washington, DC: National Academy Press.

Rappaport, J. (1984). Studies in empowerment: Introduction to the issues. In J. Rappaport, C. Swift & R. Hess (Eds.), *Studies in empowerment: Steps toward understanding and action* (pp. 1-7). New York: Haworth Press.

Sarason, S.B.(1988a). Preface. In, *Human services networks: Rationale, possibilities, and public policy*. Cambridge, MA.

Sarason, S. B., Carroll, C. F., Maton, K., Cohen, S., & Lorentz, E. (1988b). *Human services and resource networks: Rationale, possibilities, and public policy*. Cambridge, MA: Brookline Books.

Sarason, S. B., & Lorentz, E. (1979). *The challenge of the resource exchange network: From concept to action*. Cambridge, MA: Brookline Books.

Trivette, C. M., Dunst, C. J., & Deal, A. G. (1997). Resource-based approach to early intervention. In S. K. Thurman, J. R. Cornwell & S. R. Gottwald (Eds.), *Contexts of early intervention: Systems and settings* (pp. 73-92). Baltimore: Brookes.

Turnbull, A. P., Summers, J. A., & Brotherson, M. J. (1986). Family life cycle: Theoretical and empirical implications and future directions for families with mentally retarded members. In J. J. Gallagher & P. M. Vietze (Eds.), *Families of handicapped persons: Research, programs, and policy issues* (pp. 45-65). Baltimore: Brookes.

Practice Characteristics

Information about the key characteristics of resource-based intervention practices can be found in the references included in this section of the bibliography. These include community-based resource delivery; use of a synergistic paradigm for building and renewing individual, family, and community resources; an emphasis on using both formal and informal supports; use of asset-based practices; and a focus on solutions that are participatory and responsive to the child's or family's interests and priorities.

Centers for Disease Control and Prevention. (1997). *Principles of community engagement*. Atlanta: The Centers for Disease Control and Prevention.

Daley, J. M., & Poole, D. L. (1985). Community development insights for planning public social service innovations. *Research in Rural Sociology and Development, 2*, 143-157.

Dunst, C. J. (1995). *Key characteristics and features of community-based family support programs*. Chicago: Family Resource Coalition.

Dunst, C. J., Herter, S., Shields, H., & Bennis, L. (2001). Mapping community-based natural learning opportunities. *Young Exceptional Children, 4*(4), 16-24.

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Katz, R. (1984). Empowerment and synergy: Expanding the community's healing resources. In J. Rappaport, C. Swift & R. Hess (Eds.), *Studies in empowerment: Steps toward understanding and action* (pp. 201-226). New York: Haworth Press.

Kaufman, H. F. (1985). An action approach to community development. *Research in Rural Sociology and Development, 2*, 53-65.

Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago, IL: ACTA.

McKnight, J., & Kretzmann, J. (1984, Winter). Community organizing in the 80s: Toward a post-Alinsky agenda. *Social Policy,* 145-147.

McKnight, J. L. (1987, Winter). Regenerating community. *Social Policy,* 54-58.

Snow, K. (2001). *Disability is natural: Revolutionary common sense for raising successful children with disabilities*. Woodland Park, CO: BraveHeart Press.

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Trivette, C. M., Deal, A., & Dunst, C. J. (1986). Family needs, sources of support, and professional roles: Critical elements of family systems assessment and intervention. *Diagnostique, 11*, 246-267.

Unger, D., & Wandersman, A. (1985). The importance of neighbors: The social, cognitive, and affective components of neighboring. *American Journal of Community Psychology, 13*, 139-169.

Weissbourd, B. (1994). The evolution of the family resource movement. In S. L. Kagan & B. Weissbourd (Eds.), *Putting families first: America's family support movement and the challenge of change* (pp. 28-47). San Francisco: Jossey-Bass.

Outcomes and Benefits

The outcomes and benefits of resource-based intervention practices in early childhood intervention and family support include improved parenting confidence and competence, improved developmental outcomes for children, increased family-member satisfaction with resource provision, enhanced parent and family well-being, and increased community capacity to meet the needs of children and families. The following references include outcome data illustrating the manner in which resource-based intervention practices are associated with different benefits.

Dunst, C. J. (2001). *Parent and community assets as sources of young children's learning opportunities*. Asheville, NC: Winterberry Press.

Dunst, C. J., & Leet, H. E. (1987). Measuring the adequacy of resources in households with young children. *Child: Care, Health and Development, 13*, 111-125.

Dunst, C. J., Leet, H. E., & Trivette, C. M. (1988). Family resources, personal well-being, and early intervention. *Journal of Special Education, 22*, 108-116.

Dunst, C. J., & Trivette, C. M. (2001). *Benefits associated with family resource center practices*. Asheville, NC: Winterberry Press.

Dunst, C. J., Trivette, C. M., Gordon, N. J., & Pletcher, L. L. (1989). Building and mobilizing informal family support networks. In G. H. Singer & L. Irvin (Eds.), *Support for caregiving families* (pp. 121-141). Baltimore: Brookes.

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Gilley, T. (1995). *Responding to service users: Exploring a resource-based approach to delivering human services*. Melbourne, Australia: Brotherhood of St. Laurence.

Heller, T., Miller, A. B., Hsieh, K., & Sterns, H. (2000). Later-life planning: Promoting knowledge of options and choice-making. *Mental Retardation, 38*(5), 395-406.

Tracy, E. M., Whittaker, J. K., Pugh, A., Kapp, S. N., & Overstreet, E. J. (1994). Support networks of primary caregivers receiving family preservation services: An exploratory study. *Families in Society, 75*, 481-489.

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Conclusion

This *CASEmaker* bibliography included selected references for understanding the conceptual foundations, practice characteristics, and both the consequences and benefits of resource-based intervention practices. The information included in the references provides the foundation for using resource-based intervention practices as an alternative to more traditional service-based intervention practices. Additionally, the source information provides a basis for the further study of the characteristics and consequences of resource-based intervention practices. Interested readers should find the references in the bibliography useful for developing a better understanding of this approach to intervention.

References

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Dunst, C. J. (2004). An integrated framework for practicing early childhood intervention and family support. *Perspectives in Education, 22*(2), 1-16.

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