

# National Best Practice Framework for Early Childhood Intervention

## Family-centred

### Looks like, doesn't look like guide

This resource has been specifically developed for Early Childhood Intervention (ECI) practitioners. While each set of *Looks Like, Doesn't Look Like* examples align with a specific principle, they are grounded in all the universal principles of the Framework. Some of these *Looks Like, Doesn't Look Like* examples may overlap with other principles. It is essential to consider the Framework as a whole when using these resources.

The *Looks Like, Doesn't Look Like* examples below have been carefully curated based on feedback from consultations and contributions from consortium teams. However, this is not an exhaustive list. Please use these resources as a guide and incorporate other relevant factors as needed to best support your practice.

## Family-centred



### Looks like

- Presenting information and knowledge about the family-centred practice model of service provision to all parents, carers and families
- Recognising and valuing parents, carers and families as the child's first and most important influence by actively involving them in decision-making and daily activities
- Listening to and respecting the culture, knowledge, and values that parents, carers and families bring about their child, family and daily life





### Doesn't look like

- Assuming that parents, carers and families want an expert model and providing services based on a medical- or child-centric model of service delivery, assuming that family-centred care only 'works' with some families
- Not creating opportunities for parents, carers and families to be actively engaged in making decisions and setting goals and supporting their child to learn and develop across all areas
- Disregarding or undervaluing the insights, preferences, and decisions of parents, carers and families, and failing to tailor services

 <b>Looks like</b>	 <b>Doesn't look like</b>
<ul style="list-style-type: none"> <li>Communicating openly and respectfully and valuing the strengths and contributions of parents, carers and families</li> </ul>	<ul style="list-style-type: none"> <li>Not taking time to listen and use information shared by parents, carers and families; not helping parents, carers and families to feel comfortable in sharing what they think</li> </ul>
<ul style="list-style-type: none"> <li>Inviting parents, carers and families to have trusted people or other involved professionals and practitioners participating in conversations</li> </ul>	<ul style="list-style-type: none"> <li>Working in isolation from other professionals, practitioners and services involved with the child or family, with no consideration of their holistic needs; not encouraging having people they trust as part of communications</li> </ul>
<ul style="list-style-type: none"> <li>Providing parents, carers and families with comprehensive and unbiased information about service options and evidence, ensuring they are well-informed to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>Filtering information based on assumptions about what the family can handle or cope with; withholding potentially beneficial information from parents, carers and families without consulting them</li> </ul>
<ul style="list-style-type: none"> <li>Making sure parents, carers and families are provided with regular feedback; ensuring that progress is documented in ways and formats that meet their needs, to help them to understand and implement what will help their child</li> </ul>	<ul style="list-style-type: none"> <li>Not recording accurately or without sufficient detail, using professional jargon and complex language, making it difficult for parents, carers and families to understand documentation or progress</li> </ul>
<ul style="list-style-type: none"> <li>Building relationships with parents, carers and families so they can confidently determine where, when and how conversations and discussions occur</li> </ul>	<ul style="list-style-type: none"> <li>Being inflexible about the times and venues for interactions and how, why and with whom conversations are held</li> </ul>
<ul style="list-style-type: none"> <li>Formulating goals that include the child, parent, carer and family to ensure skill development, enhanced interactions, and increased family functioning and quality of life</li> </ul>	<ul style="list-style-type: none"> <li>Not considering parent, carer and family goals or well-being, resulting in unmet family needs, reduced family engagement, and suboptimal child development outcomes</li> </ul>

 <b>Looks like</b>	 <b>Doesn't look like</b>
<ul style="list-style-type: none"> <li>Working with parents, carers and families in the development of capabilities to advocate for their child and family</li> </ul>	<ul style="list-style-type: none"> <li>Assuming parents, carers and families already know, or are not ready for, how to advocate for their child and not providing information that would support or build their advocacy skills</li> </ul>
<ul style="list-style-type: none"> <li>Respecting the personal and cultural beliefs, priorities, preferences, and circumstances of parents, carers, family members, and children</li> </ul>	<ul style="list-style-type: none"> <li>Applying a one-size-fits-all approach without considering each family's dynamics and cultural contexts</li> </ul>
<ul style="list-style-type: none"> <li>Building strong relationships and family-centred care with Aboriginal and Torres Strait Islander families by respecting culture, Elders, Country and working together to set goals and identify appropriate services</li> </ul>	<ul style="list-style-type: none"> <li>Not acknowledging the relevance and importance of cultural context, collecting information without consent, and neglecting partnerships with Aboriginal and Torres Strait Islander families and organisations, leading to mistrust and disengagement</li> </ul>
<ul style="list-style-type: none"> <li>Recognising that extended family and community are part of the wraparound support; recognising extended family members and the importance of grandparents and aunties in caring for Aboriginal and Torres Strait Islander children</li> </ul>	<ul style="list-style-type: none"> <li>Focusing only on parents and carers and overlooking the role of the wider family and community in raising Aboriginal and Torres Strait Islander children</li> </ul>
<ul style="list-style-type: none"> <li>Linking families with peers via peer support and parent support programs to build support networks and collaborative care</li> </ul>	<ul style="list-style-type: none"> <li>Not providing opportunities or information for parents, carers, and families to connect with peers or access support programs, leading to dependency on professionals</li> </ul>
<ul style="list-style-type: none"> <li>Ensuring parents, carers and families are included in all decisions and discussions affecting them, so that families are part of all decision-making about their children, with supports determined by family decisions</li> </ul>	<ul style="list-style-type: none"> <li>Being party to discussions and decisions about the child and family without the parent, carer and family participating</li> </ul>

 <b>Looks like</b>	 <b>Doesn't look like</b>
<ul style="list-style-type: none"> <li>Supporting families and children while they are waiting for specialist services required for formal support pathways</li> </ul>	<ul style="list-style-type: none"> <li>Leaving families unsupported while they are waiting for services to be formalised</li> </ul>
<ul style="list-style-type: none"> <li>Establishing a variety of neutral and safe spaces for Aboriginal and Torres Strait Islander families to ask questions (for example pop-up playgroups, community centre events, online telehealth chats), with local Aboriginal and Torres Strait Islander people employed as allied health assistants to be a conduit between families and service providers</li> </ul>	<ul style="list-style-type: none"> <li>Not upskilling to learn about Aboriginal and Torres Strait Islander peoples, and cultural safety</li> </ul>
<ul style="list-style-type: none"> <li>Inviting families to bring all/any of their children to meetings and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Assuming all families have ready access to child care and transport</li> </ul>

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