

# National Best Practice Framework for Early Childhood Intervention

## Relationship-based

### 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.

## Relationships-based universal principle





### Looks like

- Investing time to build relationships with parents, carers and families, for example reading referrals and reports, meeting with and learning about background and needs
- Actively listening by asking clarifying questions such as asking for more details about a concern, to show engagement and understanding
- Following through on commitments that have been agreed upon and maintaining transparent communication
- Strengthening positive interactions between parents, carers and child and between other family members including siblings



### Doesn't look like

- Keeping interactions with parents, carers and families short and rushed
- Not individualising conversations or interactions as per the family needs; not acknowledging what the parents, carers or family member are saying
- Forgetting or not noting what was previously discussed and repeating similar questions
- Not relating to anyone other than child and parent or carer even when other family members are present

 <b>Looks like</b>	 <b>Doesn't look like</b>
<ul style="list-style-type: none"> <li>Regularly asking parents, carers and families if services are being delivered according to child and family goals</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to provide services without seeking feedback or reviews of goals</li> </ul>
<ul style="list-style-type: none"> <li>Using strategies to build trust and emotional security, attachment and bonding between a child and their parents, carers and family</li> </ul>	<ul style="list-style-type: none"> <li>Ignoring signs or cues when a child appears anxious, withdrawn, and not tuning in to attachment, bonding or emotional needs</li> </ul>
<ul style="list-style-type: none"> <li>Investing time in building connections between parents, carers and families and supportive network of peers and community groups</li> </ul>	<ul style="list-style-type: none"> <li>Assuming it is not their role to connect parents, carers and families to peer and other support networks</li> </ul>
<ul style="list-style-type: none"> <li>Supporting parents, carers and families to advocate for themselves</li> </ul>	<ul style="list-style-type: none"> <li>Speaking for parents, carers and families without involving them in decision-making and proceeding in meetings without their presence</li> </ul>
<ul style="list-style-type: none"> <li>Building strong relationships with Aboriginal and Torres Strait Islander families by collaborating with community leaders, providing culturally safe services, upholding data sovereignty, and maintaining transparency in data collection and sharing</li> </ul>	<ul style="list-style-type: none"> <li>Using rigid processes that ignore cultural context, collecting data without consent, and neglecting partnerships with Aboriginal and Torres Strait Islander communities and organisations, leading to mistrust and disengagement</li> </ul>

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