

National Best Practice Framework for Early Childhood Intervention



Strengths-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.

Strengths-based universal principle

 Looks like	 Doesn't look like
<ul style="list-style-type: none">Working with families to identify and build on what their child can do, is good at and enjoys	<ul style="list-style-type: none">Focusing on skills that children do not have when describing their development and learning
<ul style="list-style-type: none">Recognising the unique relationships, strengths, interests and capabilities of children and families in written reports	<ul style="list-style-type: none">Focusing on deficits of the child, and what children and their parents, carers and families cannot do, emphasising family limitations
<ul style="list-style-type: none">Adopting a positive approach regarding the child and parent, carer and family's future and mentioning what strengths each member brings in achieving goals	<ul style="list-style-type: none">Ignoring child and parent, carer and family hopes and long-term goals for their child in the planning of supports
<ul style="list-style-type: none">Building on the skills that children already have or are developing	<ul style="list-style-type: none">Using interventions that focus on deficits rather than building on what a child can already do
<ul style="list-style-type: none">Acknowledging and promoting positive and responsive interactions among family members by	<ul style="list-style-type: none">Ignoring positive interactions and focusing on changing interactions

 Looks like	 Doesn't look like
<p>encouraging open conversations and supporting strong family connections</p>	<p>between the child and their parent, carer and other members of the family</p>
<ul style="list-style-type: none"> Promoting and using guided discovery (supported exploration) and strengths-based interventions with parents, carers and family members that promote a child's autonomy, confidence and competence 	<ul style="list-style-type: none"> Designing interventions to create dependency and reliance on service providers and discourage parent, carers and family members from using their own ideas and strategies
<ul style="list-style-type: none"> Reflecting strengths-based language in written documentation and communication by using words that foster a positive and empowering perspective on the child's abilities and progress such as motivated, resilient, persistent 	<ul style="list-style-type: none"> Using deficit-focussed language in written documentation and communication by being overly clinical, impersonal, or focused only on diagnostic labels and limitations
<ul style="list-style-type: none"> Reflecting and challenging own values and assumptions about families and children prior to suggesting strategies 	<ul style="list-style-type: none"> Assuming that all children, parents, carers and families share practitioner values and aspirations about what is 'good' for them

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