

Effects of Capacity-Building Professional Development on Practitioners' Self-Efficacy Beliefs and Reported Use of Family-Centered Practices

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Purpose of the Presentation

- Describe the procedure for evaluating the effects of the capacity-building professional development practices on the early childhood intervention practitioners' self-efficacy beliefs and reported use of family-centered practices
- Describe preliminary results from a path analysis of (a) factors influencing early childhood intervention practitioners' judgments of professional development specialist fidelity of use of capacity-building professional development practices and (b) the effects of fidelity of professional development specialists' use of professional development practices on practitioners' self-efficacy beliefs and reported use of family-centered practices

Study Participants

Participant Characteristics	N	Mean	SD	Range
Gender (Percent Female)	35	91	-	-
Age (Years)	35	36.00	6.03	24-48
Years of Education	35	15.06	2.57	12-18
Years of ECI Experience	35	7.27	5.79	3-26

Practitioner Study Measures

Measures	No. of Items	Item Examples
Practitioner readiness to learn family-centered practices	3	I am willing to find the time to participate in family-centered practices professional development
Practitioner social validity judgments	6	Working in partnership with families is important to me
Professional development (PD) specialist fidelity of use of the capacity-building PD practices	14	Professional development specialist engages practitioners in “real life” opportunities to learn to use family-centered practices
Practitioner confidence and competence self-efficacy beliefs	6	I am able to promote parents’ use of family strengths to improve parent-child interactions
Practitioner reported use of family-centered practices	12	I provide parents with complete and unbiased information for them to make informed decisions

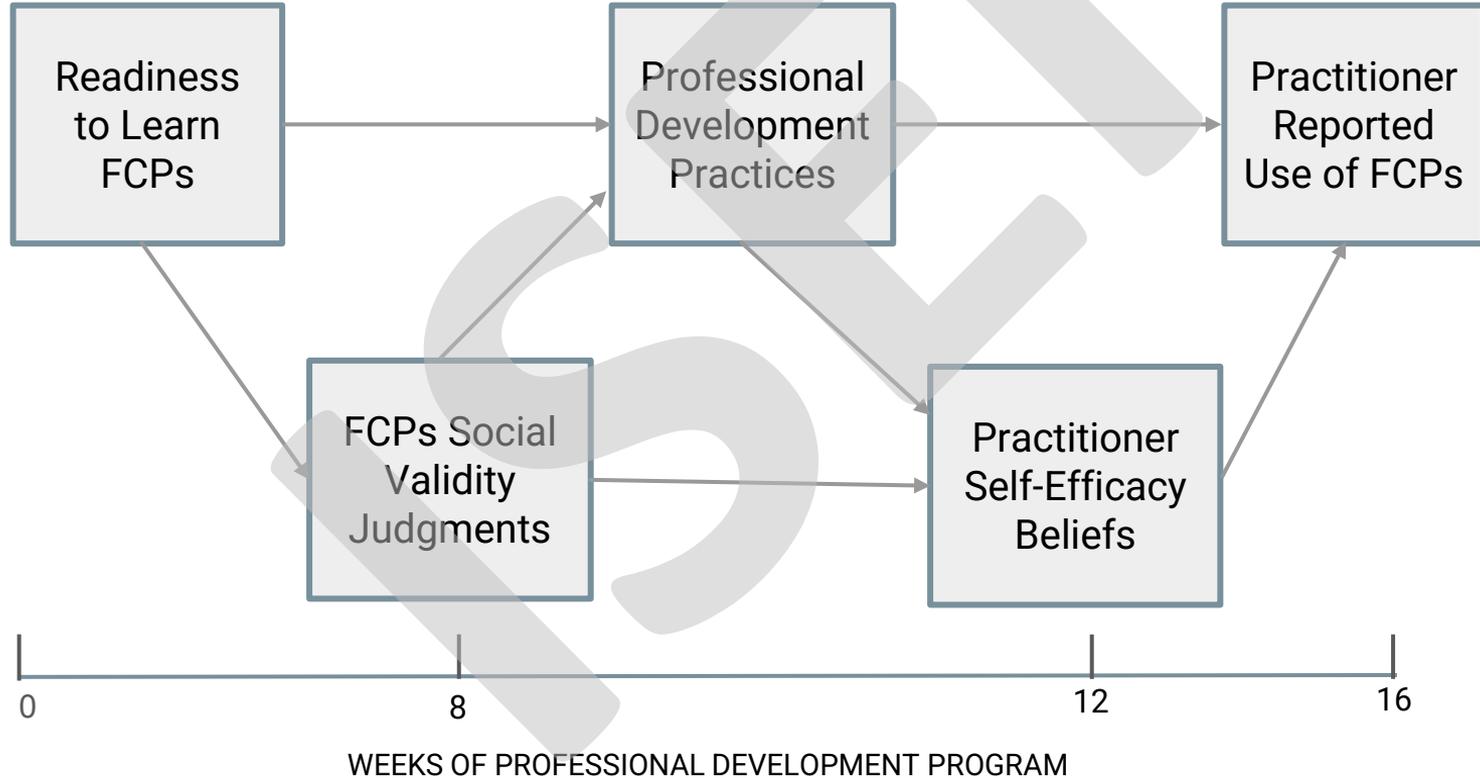
Hypotheses

- Practitioner readiness to learn family-centered practices and their social validity judgments of the importance and acceptability of family-centered practices will be related to practitioners' ratings of professional development specialists' use of capacity-building professional development practices
- Social validity judgments of family-centered practices and professional development specialists' use of capacity-building professional development practices will be related to practitioners' self-efficacy beliefs
- Professional development specialists' use of capacity-building professional development practices and practitioners' self-efficacy beliefs will be related to practitioners' reported use of family-centered practices

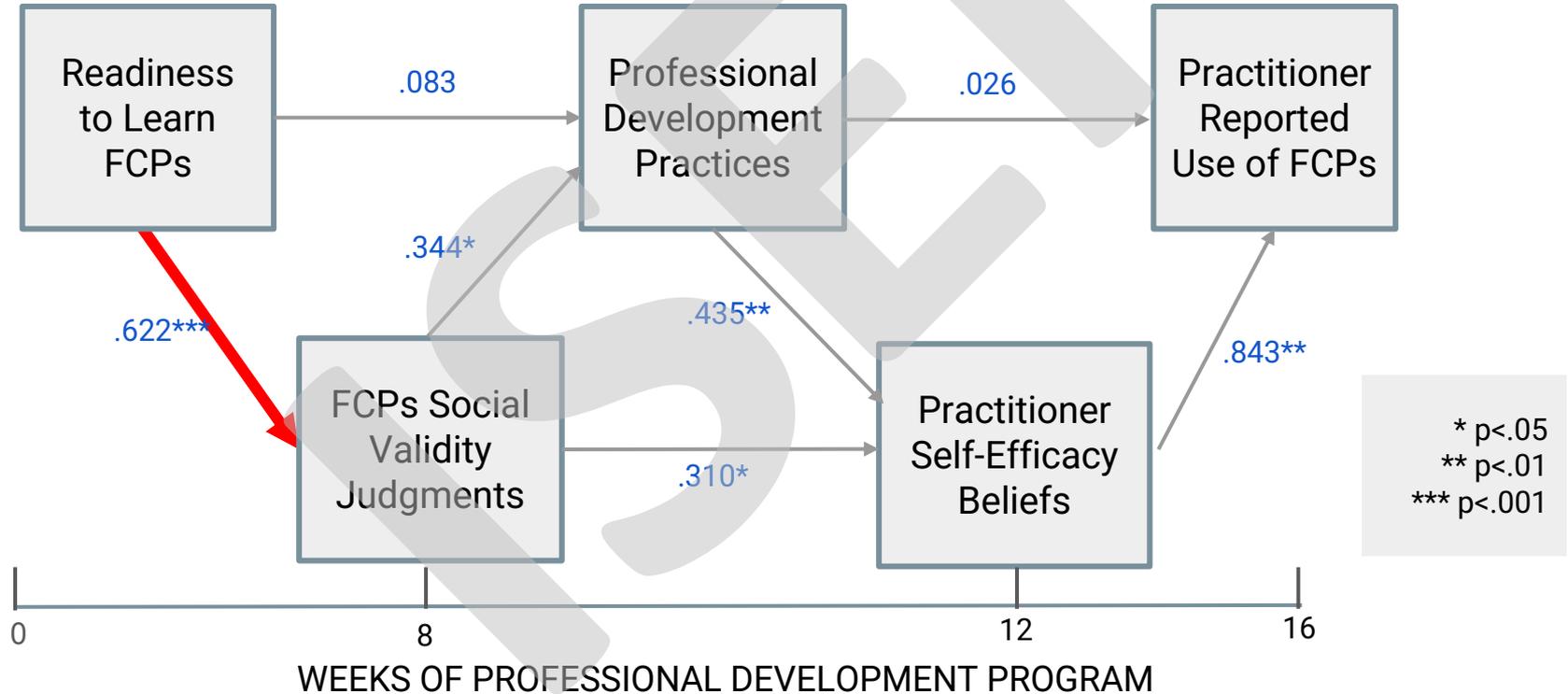
Method of Analysis

- Exploratory path analysis was used to determine if the expected (hypothesized) relationships between the study measures were consistent with the pattern of results among the study measures
- Path analysis is a methodological procedure for tracing the relationships between predictor measures and the expected consequences (outcomes) of those measures
- Path analysis involves a set of regression analyses where the standardized regression coefficients between measures are used to estimate the strength between predictor and outcome measures

Exploratory Path Analysis Model



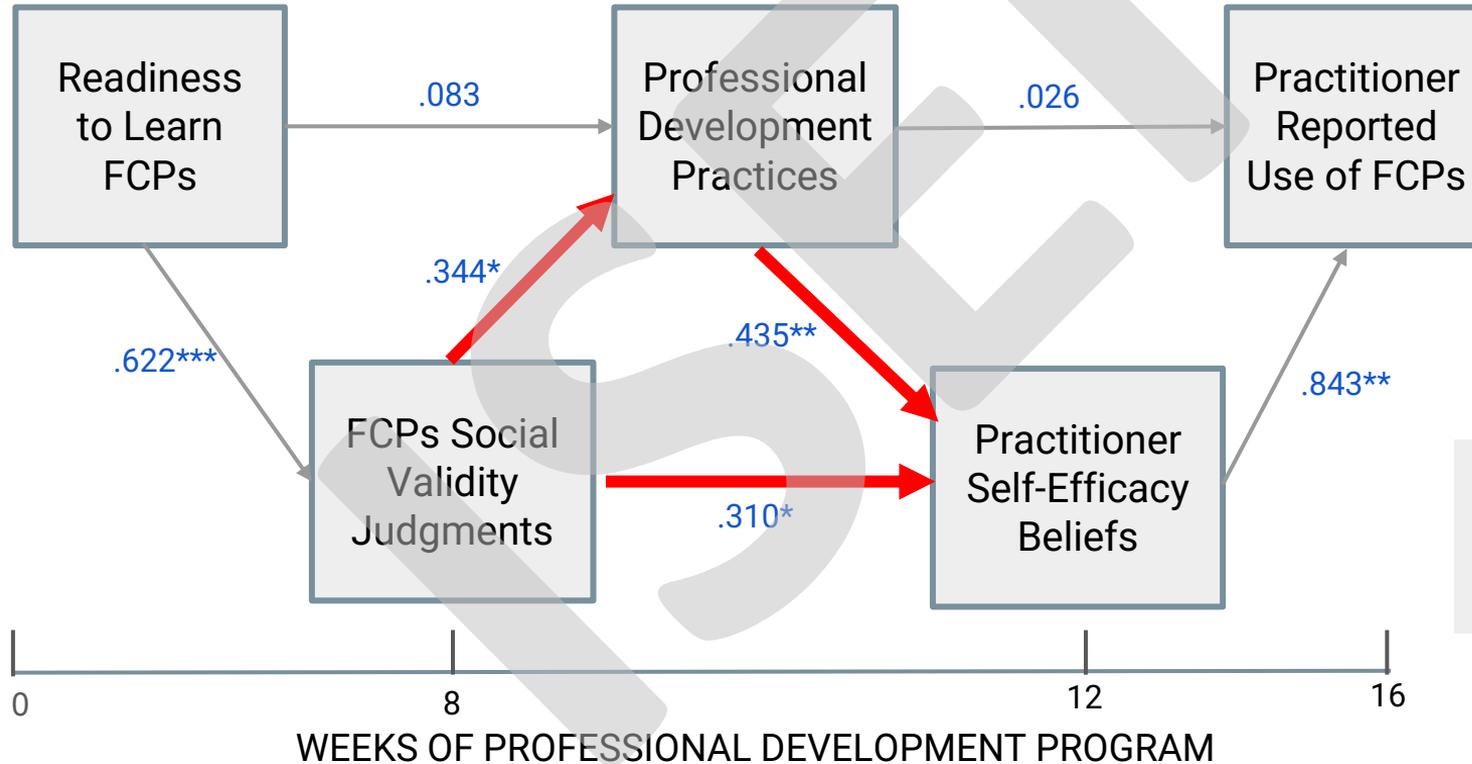
Path Coefficient for the Relationship Between Readiness to Learn and Practitioners' Social Validity Judgments



Path Coefficients for the Relationships Between Practitioner Readiness to Learn, Practitioner Social Validity Judgments, and the Professional Development Practices



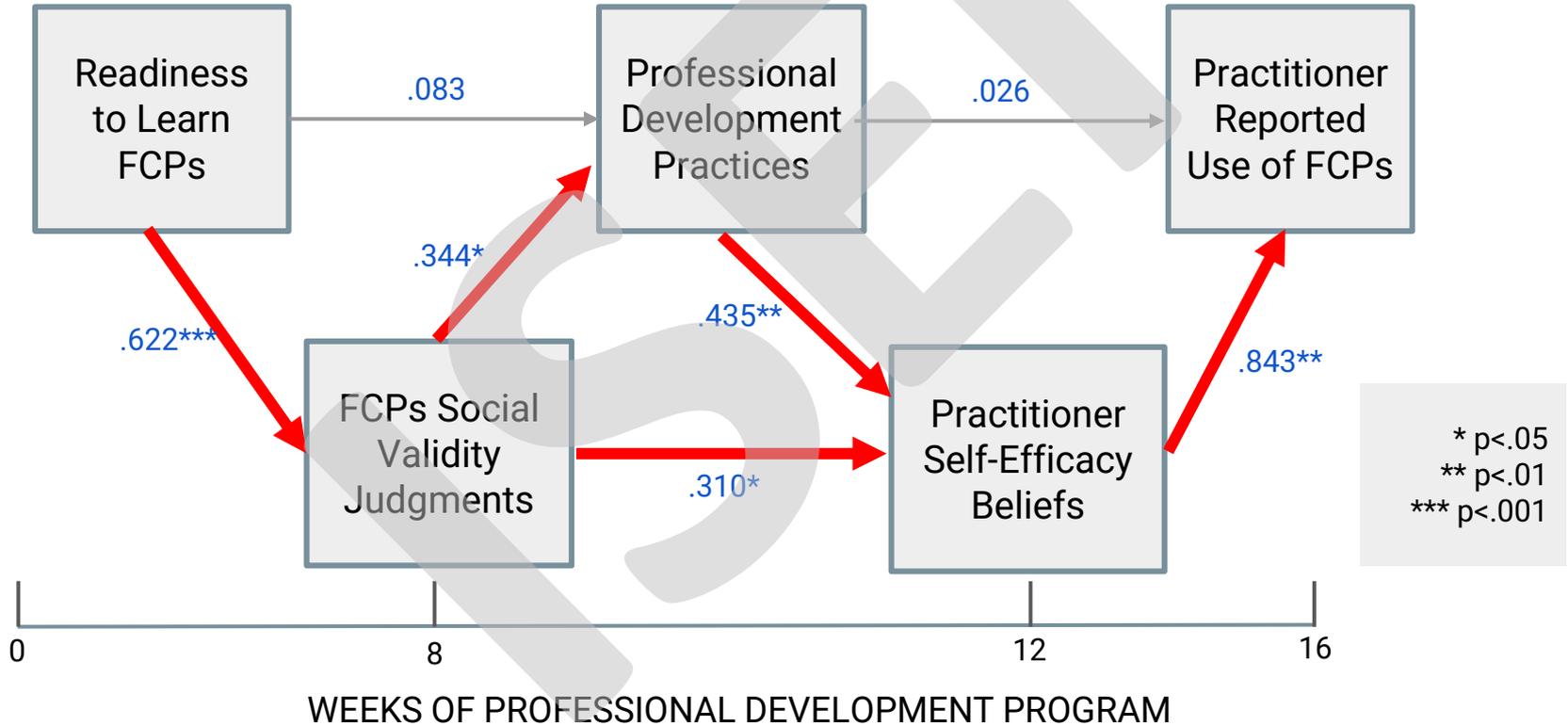
Path Coefficients Between Practitioner Social Validity Judgements, Professional Development Practices, and Practitioners' Self-Efficacy Beliefs



Path Coefficients Between Professional Development Practices, Practitioners' Self-Efficacy Beliefs, and Practitioner Use of Family-Centered Practices



Pathways of Influence Between the Practitioner Belief Measures, Fidelity of the Use of the Professional Development Practices, and Practitioners' Reported Use of Family-Centered Practices



Summary of the Direct Effect Results

- Practitioners' readiness to learn family-centered practices is **directly** related to the practitioners' judgments of the importance and acceptability of family-centered practices
- Practitioners' social validity judgements of family-centered practices are **directly** related to both (a) professional development specialists' use of the capacity-building professional development practices (fidelity) and (b) practitioners' self-efficacy beliefs
- Practitioners' self-efficacy beliefs are **directly** related to the practitioners' reported use of family-centered practices

Summary of the Indirect (Mediated) Effect Results

- Practitioners' readiness to learn family-centered practices is **indirectly** related to the capacity-building professional development practices **mediated** by the practitioners' social validity judgments of the importance and acceptability of family-centered practices
- Practitioners' social validity judgements of family-centered practices is **indirectly** related to practitioners' self-efficacy beliefs **mediated** by the use of capacity-building professional development practices
- Professional development specialists' use of the capacity-building professional development practices is **indirectly** related to the practitioners' reported use of family-centered practices **mediated** by practitioners' self-efficacy beliefs

Take Away Findings

- The effects of capacity-building professional development practices on practitioners' adoption and use of family-centered practices is related to how professional development specialists deliver professional development and practitioners' social validity beliefs about and their readiness to learn family-centered practices
- You can offer early childhood intervention practitioners the opportunity to learn to use family-centered practices, but their willingness to learn to use family-centered practices is dependent on "what they bring to the in-service training" as evidenced by the relationships between readiness to learn, social validity beliefs, and their judgments of the professional development specialists' use of capacity-building professional development practices

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