



## 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.

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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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**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.

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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.
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- 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.
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- 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.
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### **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.
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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.

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