Checklists for Measuring Adherence to Resource-Based Intervention Practices

Donald W. Mott

This *CASEtool* includes descriptions of the development and use of three *Resource-Based Intervention Practices Checklists* for promoting practitioner understanding and use of resource-based intervention practices. The checklists include indicators for mobilizing sources of support and resources, community resource mapping, and community capacity building. The indicators are used to determine the extent to which practitioners use practices that focus on provision of *resources and supports* to individuals and families to achieve their desired outcomes.

INTRODUCTION

This *CASEtool* includes descriptions of the development and use of the *Resource-Based Intervention Practices Checklists*. The checklists are used to promote practitioners' ability to employ practices that focus on mobilization and provision of resources and supports to individuals and families to achieve family desired outcomes (Dunst, Trivette, & Deal, 1994; Trivette, Dunst, & Deal, 1997).

The paper includes four sections: (1) definition of resource-based intervention practices, (2) description of the development of the checklists, (3) description of the checklists, and (4) explanation of how the checklists can be used to promote practitioners' understanding and implementation of resource-based intervention practices. The reader is referred to Mott (2005a; 2005b; 2006) for additional information about the conceptual and empirical foundations of resource-based intervention practices, sources of information related to resource-based intervention practices, and results from a study that is the basis of the items on the *Resource-Based Intervention Practices Checklists*.

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 desired outcomes. In contrast to traditional service-based practices that tend to be deficit-based, professionally-centered, and foster dependency (see e.g., Kretzmann & McKnight, 1993; Sarason, Carroll, Maton, Cohen, & Lorentz, 1988), resource-based intervention practices are asset-based, community-based, and both build upon and strengthen individual, family, and

community capacity (Dunst, Trivette, & Deal, 1994; Trivette, Dunst, & Deal, 1997).

Resource-based intervention practices have been used by professionals working in a range of settings and programs, including, but not limited to, community development (Kretzmann & McKnight, 1993; Sarason, Carroll, Maton, Cohen, & Lorentz, 1977), early childhood intervention (Dunst, Trivette, & Deal, 1994; Trivette, Dunst, & Deal, 1997); family support (Weissbourd, 1994), and developmental disabilities (Snow, 2001; Swartz, 2003; Trivette, Dunst, & Deal, 1997; Wu, 2002). 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—from social support network members that are used to achieve outcomes desired by an individual, family, or group.

The resource-based intervention practices model used for scale development includes the three components shown in Figure 1 (Dunst, Trivette, & Deal, 1994; Trivette, Dunst, & Deal, 1997). The model includes the sources of support and resources used for strengthening child, parent, and family functioning; community resource mapping strategies for identifying both informal and formal resources and support that individuals and families might use to achieve desired outcomes; and community capacity building strategies that directly or indirectly strengthen individuals and family functioning. The reader is referred to Mott (2005a; 2005b) for a description of the benefits of resource-based intervention practices.
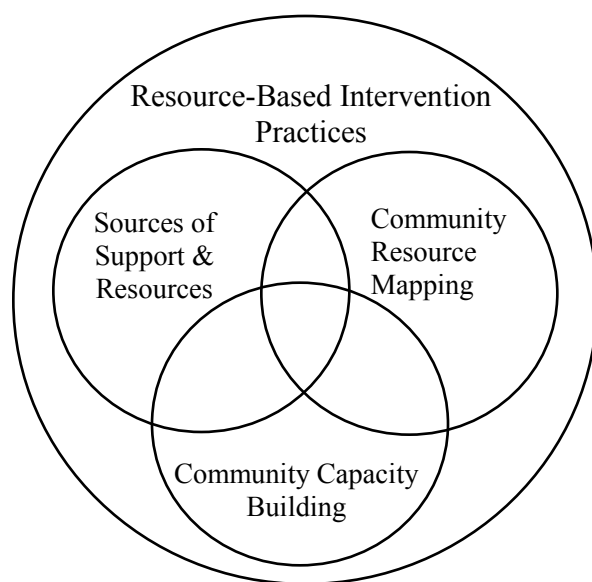

Figure 1. The three major components of a resource-based intervention practices model.

Sources of Support and Resources

Sources of support and resources refer to the full range of possible types of help or assistance, such as potentially useful information, experiences, tangible items, emotional and social support, instrumental assistance, and opportunities that might be used to achieve outcomes desired by an individual, family, or group. When using resource-based intervention practices, practitioners assist family members in mobilizing informal and formal resources and support that are needed and desired by the family to accomplish desired outcomes. Practitioners also assist individuals and families in learning the skills needed to use resources and supports to accomplish desired outcomes without or with minimal professional assistance or guidance.

Community Resource Mapping

Community resource mapping refers to the procedures used for identifying and gathering information, and mapping the location of both informal and formal supports and resources that potentially can be used to achieve outcomes desired by individuals and their families. Community resource mapping is viewed as an ongoing process that is done on both an *a priori* basis to identify potentially useful resources for individuals and families and to identify specific resources to accomplish individual or family outcomes as needs arise. Within a resource-based intervention practices framework, practitioners view all resources within the family and community as potential sources of support for individuals and families, and they help families choose the resources that best match their interests and priorities to accomplish their desired outcomes.

Community Capacity Building

Community capacity building refers to those opportunities or experiences creating or strengthening resources in neighborhoods or communities that are necessary to accomplish individual, family, or community outcomes. Building community capacity involves the identification and strengthening of the abilities of individuals, families, and community organizations to accomplish desired outcomes. Within a resource-based intervention practices framework, practitioners focus on empowering individuals and families to achieve their goals not just in the present, but in the future. Consequently, participatory helpgiving practices (Dunst, 2000) are used by practitioners that are responsive to individuals' and families' interests and priorities and which facilitate families' active participation in achieving their desired outcomes.

DEVELOPMENT OF THE CHECKLISTS

The items on the *Resource-Based Intervention Practices Checklists* are based on the results of a study to obtain consensus on the key characteristics of resource-

based intervention practices (Mott, 2006). A modified-Delphi process was used with a panel of 20 experts, including both professionals and parents of individuals with disabilities. The initial survey included items in each of the three components of resource-based intervention practices (sources of supports and resources, community resource mapping, and community capacity building) identified from a literature review. Consensus was reached on 27 items that were rated as either *Absolutely Essential* or *Extremely Important* as characteristics of resource-based intervention practices by 80% or more of the panelists. The *Sources of Support and Resources, Community Resource Mapping,* and *Community Capacity Building Checklists* include 11, 9, and 7 items, respectively. Copies of the scales are included in the Appendix.

Each of the checklists includes items that operationalize the core practices of resource-based intervention practices. The *Sources of Support and Resources Checklist* includes items focusing on the extent to which a practitioner uses practices that help families use and mobilize different family and community resources to accomplish desired outcomes. The *Community Resource Mapping Checklist* includes items focusing on the extent to which a practitioner uses practices to identify and monitor the availability of existing community resources that families need to accomplish outcomes, and the extent to which a practitioner helps families to identify and monitor potentially useful community resources. The *Community Capacity Building Checklist* includes items focusing on the extent to which a practitioner uses practices that help community groups, programs, and professionals create, expand, modify, or make available resources families need to accomplish outcomes.

ADMINISTERING THE CHECKLISTS

The *Resource-Based Intervention Practices Checklists* include three scales. The checklists are completed based on observations of practitioner/family interactions, or as part of conversations or descriptions of a specific practitioner interaction with a family. Each item is rated using the following scale: 1 = Yes, Practice Indicator was Used; 2 = Practice Indicator was Partially/Sometimes Used; 3 = Practice Indicator not Used, Opportunity Missed; 4 = NA/No Opportunity to Observe. Examples of the practitioner's behavior are recorded in the space provided on the checklists. The description of specific, observable behaviors aids in the discussion of and reflection on the characteristics of practice that were consistent or inconsistent with resource-based intervention practices.

The checklists provide standards and benchmarks for defining expected and desired practitioner behavior and

are useful for a number of purposes. First, a supervisor can use the checklists to develop and support a practitioner's use of resource-based intervention practices. For example, the checklists can be used with a new staff member to help the practitioner understand the key indicators of each component of resource-based intervention practices (i.e., sources of supports and resources, community resource mapping, and community capacity building). They also can provide a way of structuring supervisory observations of practitioner performance and subsequent discussions about a practitioner's use of resource-based intervention practices.

Second, a practitioner can use the checklists either individually, or with a co-worker or coach, to reflect on and improve his or her use of resource-based intervention practices. For example, if a practitioner wanted feedback on his or her use of community resource mapping strategies, he or she could have a co-worker observe and record examples of the specific resource-based intervention practices related to community resource mapping that occurred during an interaction with a family. Examples of community resource mapping strategies might include the extent to which the practitioner and family member identified specific neighborhood and community resources from which families could choose to accomplish one or more desired outcomes; the extent to which the practitioner and parent used a variety of sources of information (e.g., phone directories, visitor guides, key informants, libraries) to identify and gather information about community resources; and the extent to which the practitioner promoted a family's abilities to gather information about the physical location and availability of both informal and formal resources that might be used to achieve their desired outcomes.

Third, the checklists can be used to monitor practitioners' use of resource-based intervention practices across time to assess degree of adherence to the practices. This can be done individually or for a group of practitioners (Dunst & Trivette, 2005). The percent of indicators receiving a "Yes, Practice Indicator was Used" rating provides a measure of practitioner adherence or program quality.

The *Resource-Based Intervention Practices Checklists* can also be used in several other ways. For example, they can be used to examine interactions between a practitioner and parents to help a practitioner examine whether or not he or she is using practices that promote the use of a wide range of resources and supports that help individuals and families achieve desired outcomes having capacity-building consequences. The checklists can be used by a practitioner to describe his or her resource-based intervention practices to other staff members or supervisors. The scales can also be used as ob-

servation tools to record and examine the interactions of two or more staff working with one or more families. Finally, the checklists can be used for training purposes to deepen practitioners' awareness and understanding of the characteristics and consequences of resource-based intervention practices.

CONCLUSION

The *Resource-Based Intervention Practices Checklists* include items based on each of the three components of a resource-based intervention practices model (Dunst, Trivette, & Deal, 1994; Trivette, Dunst, & Deal, 1997). The checklists operationalize the key components of resource-based intervention practices based on an evidence-based conceptual framework and the findings from a Delphi study of a panel of experts. The items included in each checklist are those that were judged by a panel of experts to be the most important characteristics of resource-based intervention practices. Taken together, the checklists should be useful for practitioners to plan and implement interventions with families in ways that are supported by resource-based research evidence (Mott, 2005b, 2006; Trivette, Dunst, & Deal, 1997).

Resource-based intervention practices are considered important because they are effective strategies that help families obtain informal resources necessary to achieve desired outcomes and because they increase family capacity to achieve desired outcomes in the future without or with minimal professional assistance or guidance. Use of the *Resource-Based Intervention Practices Checklists* should prove to be an effective way for both practitioners and families to plan and evaluate effective intervention strategies.

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Appendix A

Sources of Support and Resources Checklist

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Practitioner _____   Context _____

Observer/Coach _____   Date(s) _____

Rating Scale	1 = Yes, practice was used. 2 = Practice was partially, sometimes done.		3 = Practice not used, opportunity missed. 4 = NA, no opportunity to observe the practice.	
	To what extent was each practice used by the practitioner?		Rating	Example/Comment/Reflection
SOURCES OF SUPPORT AND RESOURCES	1	Supports families in identifying existing resources for accomplishing each family member's desired outcomes.		
	2	Helps families identify a range of resources (i.e., informal and formal) both from their own families and/or from community members and organizations.		
	3	Provides information to families about the sources of resources based on family members' interests and priorities.		
	4	Provides information to families about community programs and professionals as potential sources of support to accomplish desired outcomes.		
	5	Supports families in identifying the advantages and disadvantages (e.g., financial and emotional costs, accessibility, schedule, etc.) of available resources and supports in order to select those that best match their interests and priorities.		
	6	Supports and encourages families' use of resources they choose to accomplish their desired outcomes.		
	7	Supports families' use of resources in ways that are likely to strengthen their individual or family capacity.		
	8	Supports families in procuring desired resources from community members, groups, programs or professionals.		
	9	Supports families' efforts to develop skills and abilities to obtain resources to accomplish their desired outcomes.		
	10	Solicits families' input on the level of practitioner support needed by their family.		
	11	Gradually decreases support to families, based on the families' preferences, as their capacity increases to achieve their desired outcomes.		

Appendix B

Community Resource Mapping Checklist
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Practitioner _____   Context _____

Observer/Coach _____   Date(s) _____

Rating Scale	1 = Yes, practice was used. 2 = Practice was partially, sometimes done.		3 = Practice not used, opportunity missed. 4 = NA, no opportunity to observe the practice.	
	To what extent was each practice used by the practitioner?		**Rating**	**Example/Comment/Reflection**
COMMUNITY RESOURCE MAPPING	1	Identifies the types of community resources that are potential sources of support to address families' interests and priorities.		
	2	Identifies specific neighborhood and community resources from which families can choose to accomplish one or more desired outcome.		
	3	Identifies new, novel, or unique community resources (e.g., using a hotel swimming pool as a location for water activity, using a local farm as a source for equestrian activity, etc.) that match families' interests and priorities.		
	4	Promotes families abilities to gather information about the physical location and accessibility of both informal and formal resources that might be used to achieve their desired outcomes.		
	5	Identifies the locations of potentially desired resources that match families' interests and priorities.		
	6	Uses a variety of sources of information (e.g., phone directories, visitor guides, key informants, libraries) to identify and gather information about community resources.		
	7	Identifies the availability (e.g., waiting list, eligibility criteria, etc.) of resources that match families' interests and priorities.		
	8	Identifies the accessibility (e.g., cost, physical proximity, schedule, presence or absence of architectural barriers, etc.) of resources that match families' interests and priorities.		
	9	Establishes a data base or compilation of contact information, sources, cost, and other pertinent information about community resources.		

Appendix C

Community Capacity Building Checklist
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Practitioner_____   Context _____

Observer/Coach _____   Date(s) _____

Rating Scale	1 = Yes, practice was used. 2 = Practice was partially, sometimes done.	3 = Practice not used, opportunity missed. 4 = NA, no opportunity to observe the practice.		
	To what extent was each practice used by the practitioner?		**Rating**	**Example/Comment/Reflection**
COMMUNITY CAPACITY BUILDING	1	Helps community members, groups, programs, and professionals recognize resources desired by families.		
	2	Helps community members, groups, programs, and professionals identify, create, and/or mobilize resources for children and families.		
	3	Helps community members, groups, programs, and professionals create, expand, or modify resources to match the interests and priorities of families with young children.		
	4	Helps community members, groups, programs, and professionals facilitate the flow of both informal and formal resources to children and families.		
	5	Helps community members, groups, programs and professionals assure that child and family resources they provide have the potential to help families accomplish their desired outcomes.		
	6	Helps community members, groups, programs, and professionals understand and adopt family support principles and strategies that increase the flow of resources to children and families.		
	7	Helps community members, groups, programs, and professionals by providing information and advice regarding the interests and priorities of children and families.		

Appendix D

Resource-Based Intervention Practices Checklists

The *Resource-Based Intervention Practices Checklists* are used to promote practitioners' ability to employ practices that focus on mobilization and provision of resources and supports to individuals and families to achieve family desired outcomes. The checklists include items based on each of three components of resource-based intervention practices, including sources of support and resources; community resource mapping; and community capacity building (Dunst, Trivette, & Deal, 1994; Trivette, Dunst, & Deal, 1997). Sources of support and resources refer to the full range of possible types of help or assistance, such as potentially useful information, experiences, tangible items, emotional and social support, instrumental assistance, and opportunities that might be mobilized and used to achieve outcomes desired by an individual, family, or group. Community resource mapping refers to the procedures used for identifying, gathering information, and mapping the location of both informal and formal supports and resources that might be mobilized and used to achieve outcomes desired by individuals and their families. Community resource mapping is viewed as an ongoing process that is done on both an *a priori* basis to identify potentially useful resources for individuals and families and to identify specific resources to accomplish individual or family outcomes as needs arise. Community capacity building refers to those opportunities or experiences creating or strengthening resources in neighborhoods or communities that are necessary to accomplish individual, family, or community outcomes. Building community capacity involves the identification and strengthening of the abilities of individuals, families, and community organizations to accomplish desired outcomes.

The checklists can be used for a number of purposes: (1) a supervisor can use the checklists to develop and support a practitioner's use of resource-based intervention practices, (2) a practitioner can use the checklist either individually, or with a co-worker or coach, to reflect on and improve his or her use of resource-based intervention practices, (3) the checklists can be used to monitor practitioners' use of resource-based interven-

tion practices across time to assess degree of adherence to the practices, and (4) the checklists can be used in training activities to deepen practitioners' awareness and understanding of the efficacy of resource-based intervention practices.

The checklists are administered based on observations of practitioner-family interactions, or as part of self-reflection on specific interactions with a family. Information is completed regarding (a) the date of the observation or self-reflection, (b) the context of the practitioner's interaction with an individual or family (e.g., clarifying the individual/family interests or priorities; discussing strategies to accomplish individual/family desired outcomes; identifying potential individual, family, or community resources), (c) the name of the practitioner being observed or conducting the self-assessment, and (d) the name of the person conducting the observation (if appropriate). Each item is rated using the following scale:

1.....Yes, Practice was used
2.....Practice was partially, sometimes done
3.....Practice not used, opportunity missed
4.....NA, No opportunity to observe the practice

Examples of the behavior or comments about practitioner behaviors are written in the Example/Comment/Reflection section on the checklist.

The *Resource-Based Intervention Practices Checklists* are used to provide feedback to a practitioner by: (a) reviewing the items and discussing the behaviors observed, (b) identifying a specific item or set of items that will be the focus of discussion or reflection, (c) describing the characteristics of the practice and what it is about the behavior observed that represents family-centered practice, (d) describing the context of the interaction, (e) describing the results of the interaction, (f) reflecting on the practice and describing what if anything the practitioner could have done differently, and (g) identifying and describing how the practice complemented or contradicted another family-centered practice within the example being discussed.