

"Ordinary Magic" - Understanding how low-resources parents support their children with development issues in early intervention

Presented by:

Dr Chong Wan Har

Date: 17 September 2019

Time: 4:00pm to 5:30pm (*Registration starts at 3.45pm*)

Venue: ARI Seminar Room, AS8-04-04

Address: 10 Kent Ridge Crescent, Singapore 119260

Abstract:

Early childhood interventions with at-risk children and families are often aimed at strengthening both their competencies that promote the developmental trajectories of the children and parent-child interactions. Many of these programmes work from a needs-based approach. In Singapore, as early intervention principles are evolving towards greater family-centred practices, there is a need for a corresponding shift to an asset-based perspectives. Drawing from lessons in economically deprived communities learnt in public health and community development, researches observed that in such poor communities, there exists individuals who adopted uncommon practices and behaviours that enable them to find better ways to prevent social or health problems than their neighbours who share the same resources and face the same risks. Termed positive deviance (PD), it is specifically concerned with identifying behaviours that help to change the problematic situation to produce the desired outcomes.

In this qualitative study, we adopted a PD lens to explore the strategies six parents from socio-economic disadvantaged backgrounds used to support their young children with developmental delays in dual-scholling at both special and mainstream preschools. Living under conditions of economic constraints, these parents experience additional challenges and stress in having to care for their child's special needs and that of the family. Yet, some of them found ways in their ordinary routines to ensure that their children do not miss out the opportunity afforded through dual schooling to support their development and learning. We expanded this behavioural perspective by identifying thoughts and affect associated with their behaviours. Implications arising from the findings indicate its promising utility in both research and practice and these will be discussed.

Presenter's profile:

Dr Chong Wan Har is an Associate Professor with the Psychological Studies Academic Group, National Institute of Education, NTU. Her early work experiences was as a social worker in special education settings, primarily with early intervention programs in Singapore and New Zealand. Prior to joining NIE, she was a school counselor. Her research interests include self-processes in adolescent development and program evaluation of at-risk populations in early childhood programs. She is the principal investigator in evaluating a number of community projects, a couple of which have now been scaled up nationally.

Registration closed.

For enquiries, please contact [Ms Jess Tan](#)