



What is Promoting First Relationships?

PFR: Kelly, Zuckerman, Sandoval, & Buehlman, 2003, 2008, 2016.

- PFR is an evidence-based curriculum for service providers to help parents and other caregivers meet the social and emotional needs of young children.
- PFR uses a video feedback approach that is grounded in attachment theory and reflective practice principles.
- PFR gives professionals who work with families with young children (0-5) the knowledge, tools, and consultation strategies to help guide and support caregivers in gaining confidence and knowledge, increase parental sensitivity, and improve child outcomes.

Research Summary on the Randomized Clinical Trial (RCT) Studies:

- Two RCT's have been conducted with PFR in child welfare populations: Fostering Families Project (FFP [1]: N = 210) and Supporting Parents Program (SPP [2]: N = 247).
 - PFR significantly improved observed parental sensitivity, see Figure 1 [1,2], parent knowledge of child social and emotional needs [1,2], improved child behavior, [1,2,3,4,5], a 2.5 times reduction in foster care placement in child protective services see Figure 2 [2], and improved permanency for children in foster care [6], improved stress physiology [7,8], and improved social attention in children at risk for Autism Spectrum Disorders [9].
- Five other RCT's are current in field with diverse populations including American Indians, reunified birth families, and Spanish speaking Latina mothers.

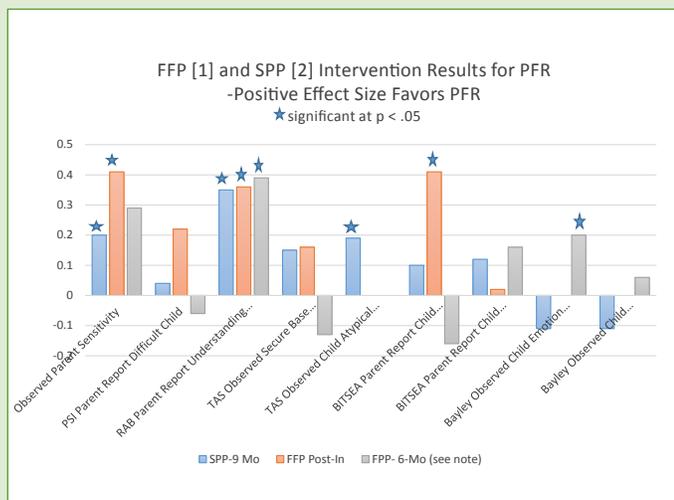


Figure 1



Figure 2

Promoting First Relationships[®]

Summary of Research Results

Who should use

Promoting First Relationships?

Infant Mental Health Specialists, Public Health Nurses, Early Intervention Providers, Family Service Workers, Childcare Providers, Early Childhood Education Teachers, Child Welfare Workers, and other allied professionals.

Program Authors:

Kelly, J., Zuckerman, T., Sandoval, D., & Buehlman, K. (2003; 2008; 2016). *Promoting First Relationships: A program for service providers to help parents and other caregivers nurture young children's social and emotional development*. Seattle, Washington: NCAST Programs. (available at pcrprograms.org)

"PFR helped me to be more patient, because I felt like she was a real whiny, tantrum kind of girl, but she just wanted my attention — that's what I realized — that's what she needed and wanted from me — that's why she was so whiny."

"The material made more sense and it came alive for me with the videos. Being able to see how I was actually doing the things talked about in the handouts and seeing how my son reacted to me really helped me."

"I had read some parenting books in the past, but after several sessions with PFR I have learned so much in a short time on how to understand my child."

"I think this program helped build my relationship with my child for the better. It has helped me understand him more as a child."

Training:

Visit pcrprograms.org for training opportunities.



RESEARCH RESULTS:

1. Spieker, S.J., et al. (2012). Promoting First Relationships: Randomized trial of a relationship-based intervention for toddlers in child welfare. *Child Maltreatment*, 17(4) 271-286.
2. Oxford, M.L., Spieker, S.J., Lohr, M.J., & Fleming, C.B. (2016). Promoting First Relationships[®]: Randomized trial of a 10-week home visiting program with families referred to child protective services. *Child Maltreatment*, 21(4), 267-277.
3. Oxford, M.L., Fleming, C.B., Nelson, E.M., Kelly, J.F., & Spieker, S. J. (2013). Randomized trial of *Promoting First Relationships[®]*: Effects on maltreated toddlers' separation distress and sleep regulation after reunification. *Children and Youth Services Review*, 35(12), 1988-1992.
4. Oxford, M.L., et al. (2016). Promoting birth parents' relationships with their toddlers upon reunification: Results from Promoting First Relationships[®] home visiting program. *Children and Youth Services Review*, 61, 109-116.
5. Pasalich, D.S., Fleming, C.B., Oxford, M.L., Zheng, Y., & Spieker, S.J. (2016). Can parenting intervention prevent cascading effects from placement instability to insecure attachment to externalizing problems in maltreated toddlers? *Child Maltreatment*, 21(1), 175-185.5.
6. Spieker, S.J., Oxford, M.L. and Fleming, C.B. (2014). Permanency outcomes for toddlers in child welfare two years after a randomized trial of a parenting intervention. *Children and Youth Services Review*, 44, 201-206.
7. Nelson, E.M. and Spieker, S.J. (2013). Intervention effects on morning and stimulated cortisol responses among toddlers in foster care. *Infant Mental Health Journal*, 34(3), 211-221.
8. Hastings, P., Kahle-Kuipers, S., Fleming, C.B., Lohr, M.J., Katz, L, & Oxford, M.L. (2018). An intervention that increases parental sensitivity in families referred to Child Protective Services also changes toddlers' parasympathetic regulation. *Developmental Science*. 2019;22:e12725. <https://doi.org/10.1111/desc.12725>
9. Jones, E., Dawson, G., Kelly, J.F., Estes, A., & Webb, S.J. (2017). Parent delivered early intervention in infants at risk for ASD: Effects on electrophysiological and habituation measures of social attention. *Autism Research*, 10(5), 961-972.
10. Oxford, M., Spieker, S., Lohr, M., Fleming, C., Dillon, C. & Rees, J. (2018). Ensuring implementation fidelity of a 10-week home visiting program in two randomized clinical trials. *Maternal and Child Health Journal*, 22(3), 376-383.

For more information visit us at www.pfrprogram.org or www.pcrprograms.org or for a copy of the publications please contact Jennifer Rees, Program and Training Manager at rees@uw.edu or contact Parent-Child Relationship Programs at pcrp@uw.edu.