

The PIWI Philosophy

Philosophy Related to Families

Parent*-child relationships are a critical foundation for early development. Intervention that recognizes this foundation values the role of parent-child interaction in development. PIWI facilitators collaborate with parents in providing developmentally supportive environments for their children by expanding on families' knowledge and understanding of their children, building on natural interaction styles, and acting on parent preferences. Children's development is enhanced when parents recognize and act on their important roles in supporting their children's developmental agendas.

Philosophy Related to Children

Early development is embedded within significant relationships and contexts of daily routines and comes about through interactions with others. Opportunities for parent-child interaction and play expand on children's strengths as active learners and are based on developmentally and culturally appropriate parent-child activities and interactions. Individual goals identified by parents are blended into parent-child interactions, and individual adaptations are used to enhance children's ability to engage their environment.

Philosophy Related to PIWI Facilitators*

The primary role of the PIWI facilitator is to support and enhance parent-child relationships through establishing supportive relationships with parents and children and through providing meaningful, pleasurable opportunities for parent-child interaction. Parent-child interaction and play are actively supported by PIWI facilitators within the context of PIWI sessions. PIWI sessions are characterized by a spirit of collaboration in which PIWI facilitators operate interchangeably in the intervention process but continue to function as resources to one another and to families in relation to their disciplinary or personal expertise.

Philosophy Related to PIWI Settings

PIWI is undergirded by an administrative structure that has adopted a family-centered developmental approach to early intervention. Commitment to the importance of the parent-child relationship across all domains of development is demonstrated through the provision of personnel, time, and other resources needed to offer a program based on these principles. Supervision and peer mentoring, grounded in self-reflection and self-initiated learning, provide a foundation for team and individual development. Relationships among team members and with families receive explicit attention in ongoing professional development.

*The word *parent* refers to any primary caregiver (e.g., parent, grandparent or other relative) with whom a primary, long-term attachment relationship is likely to be established. The word *facilitator* refers to professionals or professionals in training who are using the PIWI approach.