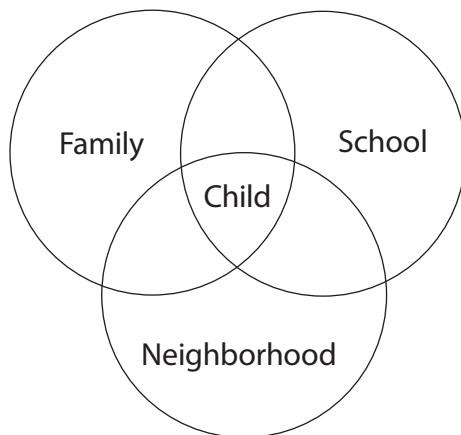


FIGURE 3 The Contexts of Child Development

Social, structural, economic, political, and cultural environment



various ecological contexts that children live and thrive in, including home and school. The result is that if problems occurring for a child are a result of factors outside the home (e.g., neighborhood friends or peer dynamics at school), these problems can be addressed by supporting caregivers in working with teachers and other parents to address these concerns. Similarly, knowing that a child is having behavior problems at home but functioning well at school can help identify contextual factors at school that support the child's positive behavior.

The FCU model includes a number of key ingredients and foundations of delivery that make it unique. First, like the EDP, it is strength-based and is designed to focus parents on what they are doing well in their relationship with their child. This strength-based approach provides a starting place from which to build skills and support areas of growth. Second, the FCU includes a norm-based assessment that is used to guide feedback to parents on strengths and areas of growth across a number of different relevant domains, such as parenting skills, contextual supports, parent depression, child behavior, and self-regulation. Last, a feedback session with parents that relies on collaborative goal setting to identify targets of intervention leads to a menu of service options that focus on parenting skills in the EDP Curriculum. Thus, the FCU and EDP are linked service delivery models. The assessment and feedback process, which leads to goal setting, are the cornerstone of the FCU model and incorporate MI to engage participants and elicit changes in behavior. The FCU is a point of entry for EDP content delivery, providing a guide for clinicians to target areas of growth and focus on strengths derived from the assessment process (see Figure 4).