

RIR embraces a systems approach to enhance the social-emotional development of Nebraska's young children.

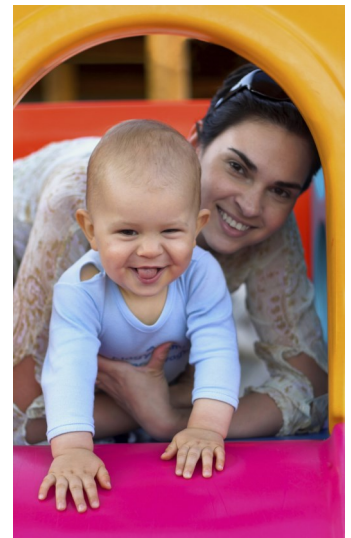
Rooted in Relationships (RIR) is an initiative that partners with communities to implement evidence-based practices that enhance the social-emotional development of children, birth through age 8. One part of this initiative supports communities as they implement the *Pyramid Model*, a framework of evidence-based practices that promote the social, emotional, and behavioral competence of young children, in selected family childcare homes and childcare centers. In addition, each community establishes a multi-disciplinary stakeholder team charged with developing and implementing a long-range plan to influence the early childhood systems of care in the community and support the healthy social-emotional development of children. RIR is currently supporting six communities (Cohort 1-Dawson, Dakota, and Saline Counties and Cohort 2- Dodge, Hall, and Lancaster Counties) in these efforts.

Supporting Community Early Childhood Systems of Care

Across the 6 communities, RIR Stakeholder Teams:

1. Implemented strategies to expand social-emotional screenings of young children
2. Increased public awareness of the importance of early-childhood mental health and social-emotional well-being.
3. Identified preferences and needs of parents related to parent engagement and enhanced parent engagement with their children.
4. Raised community capacity to address barriers to service provision for children and families.

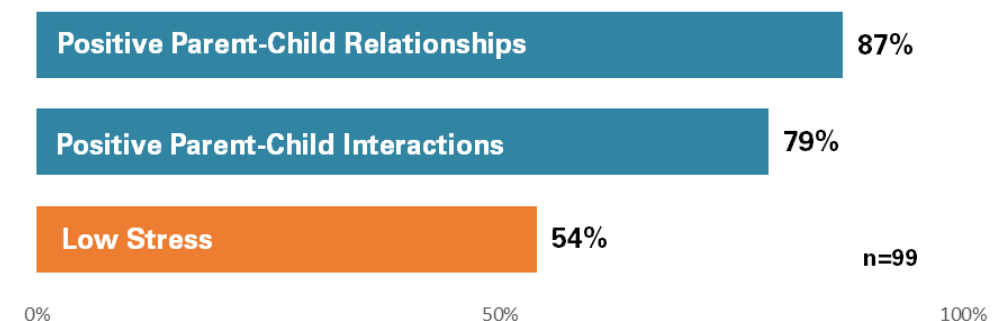
Circle of Security™-Parenting (COS-P) was successfully implemented in four of the six communities.



Participants' parenting skills improved significantly* after participation in COS-P.

Circle of Security™-Parenting (COS-P) is an 8-week parenting program based on years of research about how to build a strong parent-child relationship. It is designed to help parents learn how to respond to their child's needs in a way that enhances the attachment between parent and child. This year there were 99 participants across 17 COS-P classes.

Most of the participants met the program goal in adopting positive parenting strategies and positive relationships with their children. Fewer met the goal of feeling low levels of stress related to parenting.

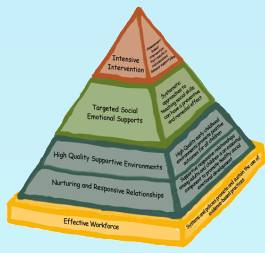


*Significance at the <.001 level, two-tailed test.

COS-P has “helped me learn how to **get closer to my boys** and be there for them. I’ve learned that **just being there** at all times **helps more than anything.**”

A parent evaluates COS-P

Pyramid Model Implementation



The Pyramid Model is a framework of evidence-based practices that promote social-emotional competence in young children and prevent and address challenging behaviors. The model is designed as a promotion, prevention, and intervention framework built on the foundation of a high quality workforce. The three tiers of the Pyramid Model include:

1. Nurturing and responsive relationships and high quality learning environments;
2. The intentional teaching of social-emotional competencies such as play skills and emotional regulation;
3. Individualized interventions for children who need additional supports such as a positive behavior support plan.

IN 2015-2016 :

23 coaches have supported

126 providers in

55 programs impacting over

1,150 children

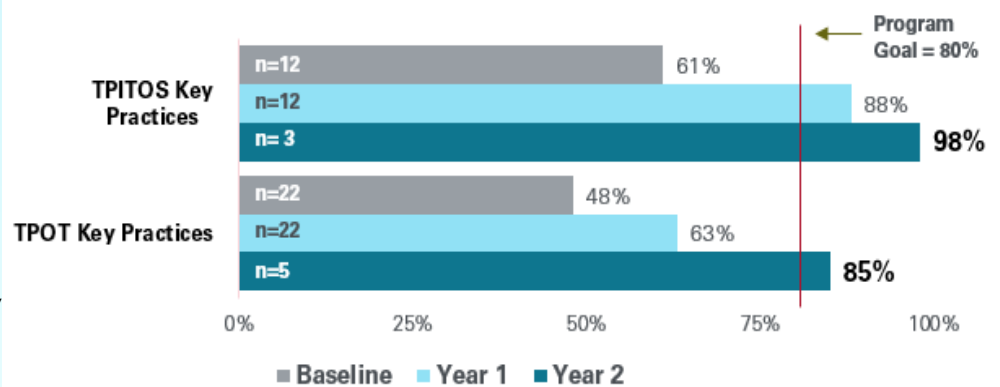
60% of programs were **center-based**

40% were **home-based**

Coaching made a difference.

To measure the center-based classroom outcomes, outside evaluators completed observations using the Teaching Pyramid Observation Tool Research Edition (TPOT R) for preschool rooms and the Teaching Pyramid Infant/Toddler Observation Scale Revised (TPITOS R) for infant or toddler rooms. The Key Practices scale measures teacher-student relationships and preventative strategies such as structuring transitions.

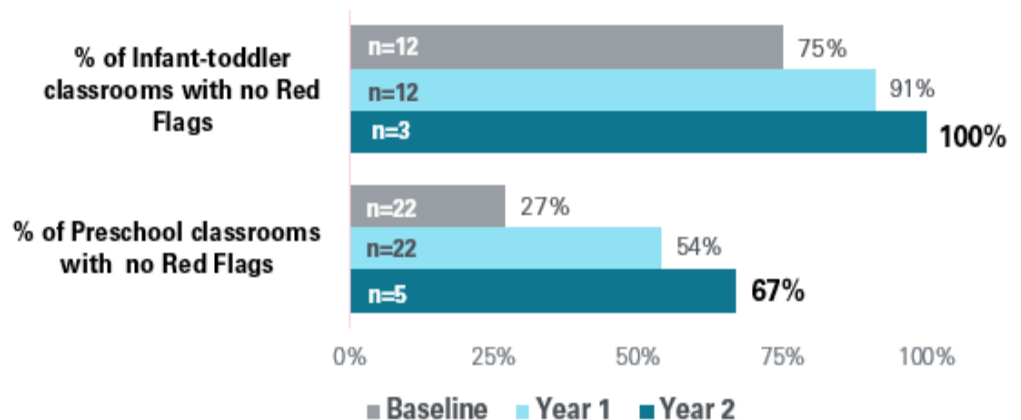
On average, early childhood classrooms met the program goal after two years in the program. Classrooms made strong improvements each year.



The observation tools measure Red Flags which include negative practices such as chaotic transitions and harsh voice tone. The goal is for classrooms to have zero Red Flag practices.

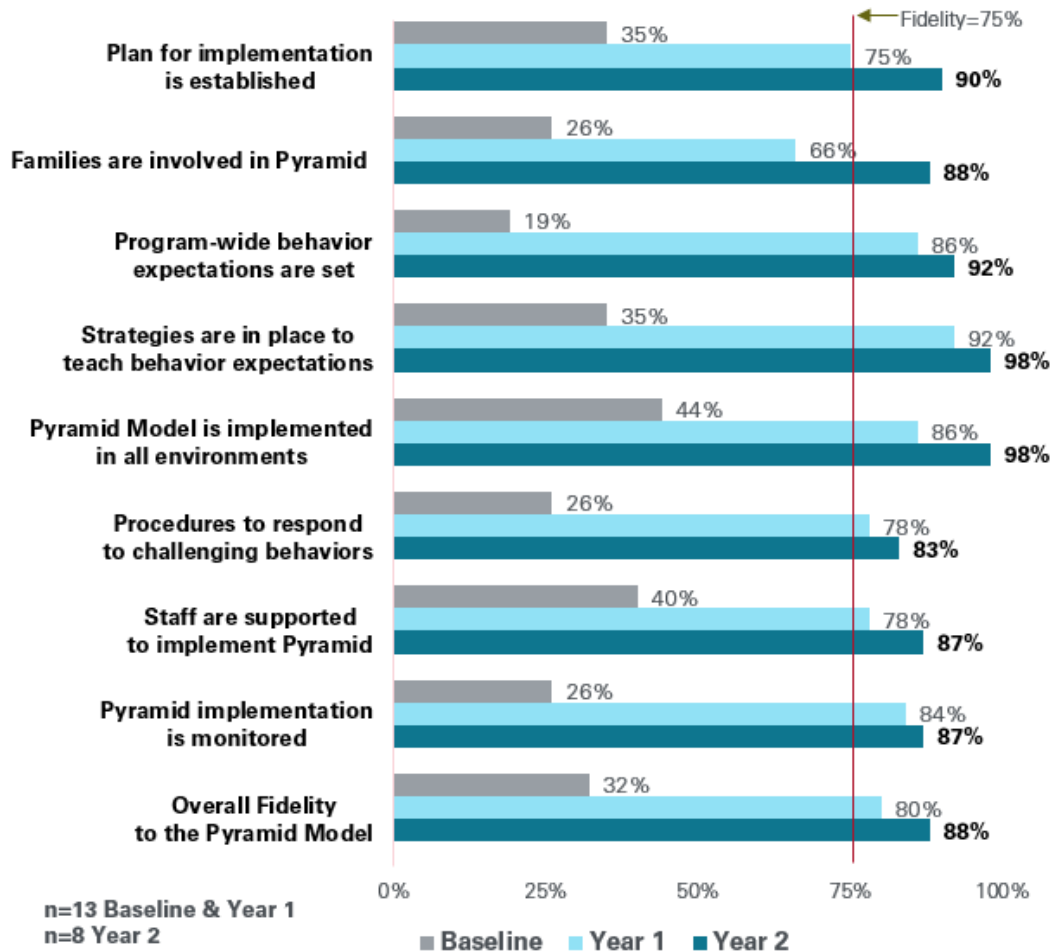
The number of classrooms without Red Flags increased over time.

All infant-toddler classrooms and the majority (67%) of preschool classrooms did not have Red Flags after two years of training and coaching.



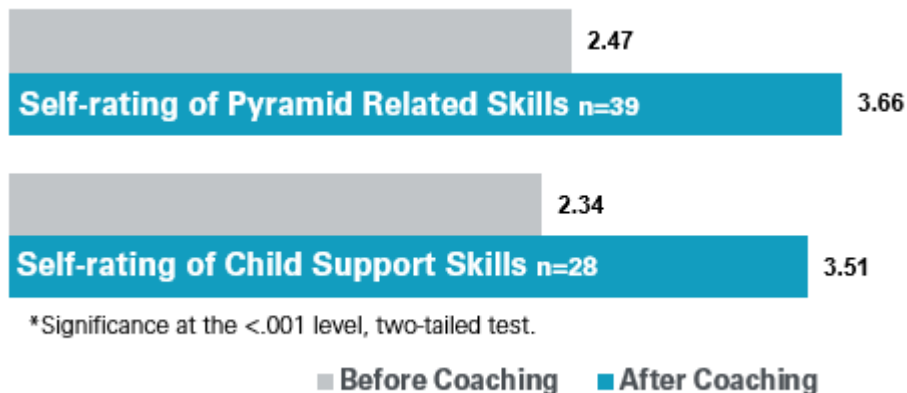
Pyramid Model Implementation

Home-based providers increased their fidelity to the Pyramid Model each year and, on average, reached fidelity in every area after two years in RIR.



Providers' skills improved.

Providers reported a significant* increase in their skills as a result of participation in RIR.



Statewide System of Care Efforts

RIR is building statewide capacity to support early childhood systems of care.

- RIR, through cross agency collaboration, has helped to align activities across statewide initiatives.
- RIR and partners continue to standardize processes for coach training, methods of communication among coaches, strategies for reducing coaching overload, and alignment of coaching processes and practices across initiatives.
- RIR has supported the inclusion of social-emotional strategies within the Step Up to Quality menu of options.
- RIR continues to collaborate to build a system to enhance the capacity of mental health providers to deliver Child-Parent Psychotherapy.
- RIR has developed infrastructure supports, reflective consultation, marketing materials, and evaluation to support statewide implementation of Circle of Security™-Parenting.

RIR collaboration with statewide partners has resulted in **common processes** across initiatives and has **promoted alignment** of cross-agency activities.



Funding for this project is a partnership between the Buffett Early Childhood fund (beginning in 2013) and Nurturing Healthy Behaviors funding made available through a grant award to Nebraska Children (NC) following a state funding appropriation to the Nebraska Department of Education (NDE) in 2014.



Barbara Jackson, Ph.D. & Rosie Zweiback, M.S.
Munroe-Meyer Institute,
University of Nebraska Medical Center
bjjackso@unmc.edu, (402) 559-7368

