



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

Research shows that young children's emotional well-being is directly linked to the functioning of the families in which they live as well as their other caregivers.

The social-emotional development that takes place during the early years is strongly influenced by the quality of the relationship between young children and their primary caregivers. According to the Harvard Center on the Developing Child, "Disruptions to this developmental process can impair a child's capacities for learning and relating to others — with lifelong implications. By improving children's environments of relationships and experiences early in life, society can address many costly problems, including incarceration, homelessness, and the failure to complete high school".

Rooted in Relationships 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, communities develop and implement a long-range plan that influences the early childhood systems of care in the community and supports the healthy social-emotional development of children.

Scope of work:

Selected communities engage in three key activities:

- 1. Community Work:** Stakeholders connect with additional local partners for the development of a long range plan to support the social-emotional development of young children. Such a plan will include community assessment, systems building, and the development of a process for coordination of systems and services.
- 2. Pyramid Model Implementation:** The community identifies 9-15 childcare providers from both in-home and center-based early care and education settings to engage in a three year implementation cycle using a train-coach-train approach.
- 3. Selection of a Systems Priority:** Communities choose at least one additional system (e.g. health, child welfare, early elementary education, parent engagement) to support in the development of a detailed plan for implementing evidence based strategies to promote social-emotional development. The community focuses on this chosen system and coordinates in order to move their community forward in meeting needs and improving the overall well-being of children, families, and their community.

Nebraska Children and Families Foundation
215 Centennial Mall South, Suite 200, Lincoln, NE 68508
402.476.9401 • nebraskachildren.org



Rooted in Relationships
nebraskachildren.org

Rooted in Relationships Package

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Community Data Gathering

To identify strengths, assets, and critical gaps in community services and systems for young children in order to make informed recommendations for action and to build community awareness.

Timeline: Ongoing through planning period

Who participates: Community Stakeholder Team and Others as Needed

Selection of a Systems Priority

To select a systems priority and implement evidence-based practices that will address the needs identified through community data analysis.

Timeline: By the end of Year 1

Who participates: Community Stakeholder Team

Pyramid Model Planning

To plan for the three year Pyramid Model implementation cycle, including recruiting and training a community-based coaching team, recruiting participating child care providers, and setting up the infrastructure supports necessary to ensure fidelity to the Model.

Timeline: Ongoing through the planning period

Who participates: Community Stakeholder Team

Community Work Plan

Early Childhood Systems

Implementation of Systems Strategies

To influence change in the early childhood systems within the community that affect social emotional outcomes by implementing the systems strategies outlined in the community work plan.

Timeline: Ongoing throughout the grant period

Who participates: Community Stakeholder Team and others as needed

Pyramid Model Implementation

Training

To share the Pyramid Model framework and content in order to support provider readiness for implementation of practices and application of knowledge and skills.

Frequency:
4 Trainings and Director Training in Yr 1
3 Trainings in Yr 2
2 Trainings in Yr 3

Who participates: Providers, Directors and Coaches

Coaching

To promote growth and change the knowledge and skills of providers in order to effectively implement and sustain Pyramid Model practices.

Frequency:
2.5 hrs/mo in Yr 1
1.5 hrs/mo in Yr 2
Individualized in Yr 3

Who participates: Providers

Coach Consultation

To ensure high-quality coach support to the provider by identifying the coach's thoughts, feelings, and experiences related to coaching and how they affect the coaching relationship.

Frequency: Monthly
Who participates: Coaches with Rooted in Relationships Reflective Consultants

Provider Collaboration Meetings

To promote a community of peer learning which leads to sustainability and continuous quality improvement in practice.

Frequency: 6-12 meetings per year
Who participates: Providers and Coaches