



Rooted in Relationships

nebraskachildren

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

www.rootedinrelationships.org

Rooted in Relationships Requirements: Systems

Systems: plural of
sys·tem (Noun)

1. A set of connected things or parts forming a complex whole, in particular.
2. A set of things working together as parts of a mechanism or an interconnecting network.



Rooted in Relationships Requirements: Systems

- Choose at least one additional system (e.g. health, child welfare, early elementary education, parent engagement) to support and develop 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.
- Can and should build on existing efforts already underway in the community-as appropriate for community context

Early Education System//Pyramid Model Implementation



- Conduct a needs assessment using existing community data.
- Identify willing stakeholders and existing community partnerships that can be leveraged.
- Identify desired outcomes.
- Identify and select participating providers.
- Identify, select and train coaches.

- Provide initial Pyramid Model trainings, open to whole community.
- Begin coaching 1-2 times per month
- Collect initial evaluation data.
- Identify referral sources for children at the top of the Pyramid.
- Explore the training needs of early childhood mental health providers.
- Messaging to program parents and the larger community about social-emotional development.

- Pyramid Model practices are infused into everyday routines and environments.
- Ongoing coaching and training on the Pyramid Model.
- Children at the top of the Pyramid are referred to mental health services
- Mental health providers feel competent serving children with social-emotional needs.
- Ongoing evaluation of both provider and child outcomes.

Early Education System//Social-Emotional Screening



- Gather a multi-disciplinary team to coordinate the effort.
- Identify individuals/agencies/programs who are currently doing screening. Find out when it is being done, what tool is it being used, and who are they screening.
- Identify existing avenues for conducting social-emotional screening (health fair, well-child check, etc).
- Identify desired outcomes.

- Select one social-emotional screener to be used community wide.
- Offer training on the screener, as needed.
- Identify referral sources in the community for children who are flagged by the screener.
- Provide training to individuals working with young children (childcare providers, parents child welfare, schools, nurses, etc) about social-emotional development.

- The majority of children in the community are given a social-emotional screener each year.
- There are adequate and well-trained referral sources for children who need further support.
- Childcare providers, parents, and teachers feel competent and prepared to meet the social and emotional needs of young children 0-8.

Health System//Maternal Depression Screening and Treatment



- Gather a multi-disciplinary team to coordinate the effort.
- Review the impact of maternal depression on the developing self of infants, life span, and lifelong health.
- Gather baseline data on community needs, current practices, and evidence of readiness.
- Develop desired community outcomes.

- Identify referral sources in the community.
- Provide coordinated inter-agency training covering topics such as perinatal and postpartum depression, sign/symptoms, effective treatment and intervention, referral sources in the community.
- Develop community messaging about maternal depression.
- Begin regular consultation with doctors and mental health providers.

- Active screening with coordinated care between mental health and medical providers is ongoing
- Doctors and mental health providers are continuing their monthly consultations.
- Continually adjusting practice as needed given the evidence gathered through ongoing data collection.

Elementary K-3 System//Transition into Kindergarten



- Gather a multi-disciplinary team to coordinate the effort.
- Identify feeder programs for the school (where are children before they come to kindergarten?).
- Identify existing transition practices in the community (Nebraska Kindergarten Position Statement).
- Review evidence-informed best practices for transition to kindergarten.
- Identify desired outcomes.

- Reach out to childcare providers in the feeder programs for the school and meet with them.
- Assess parent and family needs during transition and their satisfaction with current practices.
- Develop a community wide transition protocol.

- Development of class lists early enough to allow home visits with each child and family to occur prior to the start of school.
- Parents give consent to information sharing between the childcare program and the school.
- Kindergarten teachers meet with childcare providers individually to learn about the children who will be in their class in the upcoming year.

Child Welfare System

Professional Development and Training



- Gather a multi-disciplinary team to coordinate the effort.
- Identify individuals currently working in child welfare in a variety of roles.
- Identify training needs of staff to increase protective factors and decrease length of stay for children in out of home care.
- Begin discussion with agency administrators on current practices and where support is needed.
- Identify desired outcomes.

- Develop community training plan based on needs assessment.
- Identify inter-agency trainers based on areas of expertise that meet training needs.
- Coordinate and set dates for needed training, braid funding as available.
- Develop a plan for post-training support via consultation or coaching.

- Development and implementation of a community wide professional development agenda for child welfare workers.
- Regular follow-up consultation with providers between training sessions.
- Collect and analyze data to inform next steps.

Parent Engagement System//Coordination and Collaboration



- Gather an inter-agency team to coordinate the effort.
- Conduct an environmental scan of existing parent engagement opportunities in the community.
- Identify funding sources for each parent engagement opportunity.
- Develop a yearly calendar of currently planned engagement activities and assess for overlap.
- Identify desired outcomes.

- Gather parent input regarding their needs and desires for engagement opportunities through survey or focus group.
- Develop a community wide parent engagement plan that includes inter-agency coordination and braided funding and addresses parent needs and barriers.
- Seek additional funding sources to support participation (transportation, food, etc) as needed.

- Parents are provided with engagement opportunities that meet their needs and family situation, as much as possible.
- Agencies optimize the use of their resources by coordinating and funding parent engagement opportunities with support from other agencies.
- Due to this coordination, parents' opportunities for engagement are streamlined and attendance is more consistent and frequent.

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