Rooted in Relationships
Requirements: Systems

Systems: plural of system (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 interconnected 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**

### Preparing for 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.

### Beginning Implementation
- 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.

### Full Implementation
- 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.
Health System: Maternal Depression Screening and Treatment

Preparing for Implementation

- 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.

Beginning Implementation

- Identify referral sources in the community.
- Provide coordinated inter-agency training covering topics such as perinatal and postpartum depression, signs/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.

Full Implementation

- 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

Preparing for Implementation

- 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.

Beginning Implementation

- 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.

Full Implementation

- 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

Preparing for Implementation

- 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.

Beginning Implementation

- 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.

Full Implementation

- 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

Preparing for Implementation

- 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.

Beginning Implementation

- 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.

Full Implementation

- 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.
Contact Information

Lynne Brehm
lbrehm@nebraskachildren.org

Sami Bradley
sbradley@nebraskachildren.org

Nikki Roseberry
nroseberry@nebraskachildren.org

Janice Lee
jlee@nebraskachildren.org

www.rootedinrelationships.org