# Professional Development to Promote Relationship-based Caregiving and Social-emotional Learning among Children Birth through Age Five

## CCEEPRC Breakout Session A4

April 17, 2019

2019 CCEEPRC

CCEEPRA
Child Care and Early Education Policy and Research Analysis

# Agenda

- Definitions
- Presentations
- Discussion

# Definitions

- **Relationship-based caregiving**: Policies, procedures, and practices that support families, teachers, and children as they build relationships with and among each other (Sosinsky et al., 2016, p. 2).

- **Social-emotional learning**:  The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social and Emotional Learning; CASEL)

# Presentations

# Presenters

- Holli Tonyan, California State University, Northridge
- April Crawford, Children's Learning Initiative
- Stephanie Doyle, Center for the Study of Social Policy
- Tamara Halle, Child Trends, *Discussion Facilitator*

# CLOSE RELATIONSHIPS - FAMILY CHILD CARE PROVIDERS' SUPPORT FOR SOCIAL AND EMOTIONAL LEARNING IN THEIR EVERYDAY LIVES

Annual Meeting of the Child Care and Early Education Policy Research Consortium
2019

Holli A. Tonyan, Psychology

CSUN | CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Child Care Resource Center™
Quality · Support · Development · Education

Are You In?
Family Child Care Providers' Experiences in Quality Improvement – A California Child Care Policy Research Partnership

# Acknowledgements


- We are grateful for the support of our partner, the Early Education and Support Division of the California Department of Education.
- The project described was supported by the Child Care Research Partnership Grant Program, Grant Number 90YE0153, from the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Collaborations with many others make this possible: partner community agencies, our Advisory Workgroup, the child care providers, Thomas Weisner, Jennifer Romack, & many more.
- At CSUN, support has come from Provost Hellenbrand, Dean Theodoulou, & the CSUN Infancy & Early Childhood Lab.
- The contents of this presentation are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services or any other of our partners.
- Analysis by Elena Paredes, M.S.W, Kyung “Esther” Hwang, M.A., and Holli Tonyan, Ph.D.

# Thank you to our partners!

OPRE
OFFICE OF PLANNING, RESEARCH & EVALUATION
An Office of the Administration for Children & Families

California Department of EDUCATION

FIRST 5 CALIFORNIA

Sacramento County Office of Education

Choices for Children

COUNTY OF LOS ANGELES
RACE TO THE TOP
EARLY • LEARNING • CHALLENGE

CRYSTAL STAIRS, INC.

LAUP

Child Action, Inc.

Contra Costa Child Care Council

UCDAVIS EXTENSION
CENTER FOR HUMAN SERVICES

# Overview

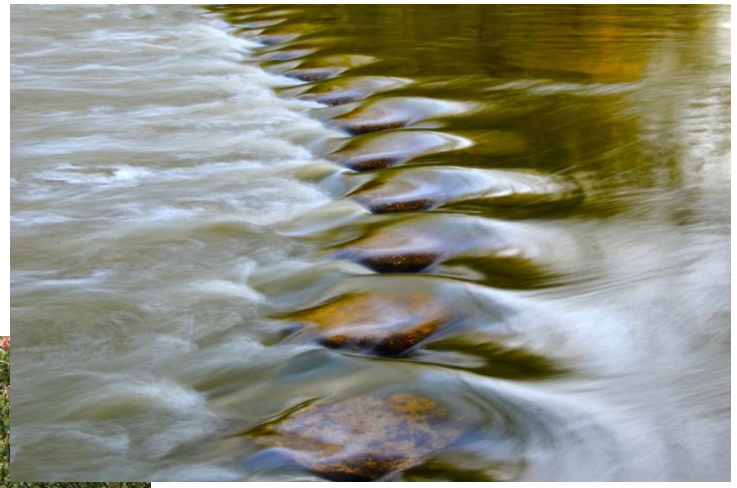
- Background
  - An Ecocultural Framework
- Are You In? Family Child Care Providers' Experiences in Quality Improvement
  - Project overview
  - Case studies
- Conclusions and implications

# BACKGROUND

# Activities – Stepping Stones on Pathways of Development

Wonderlane

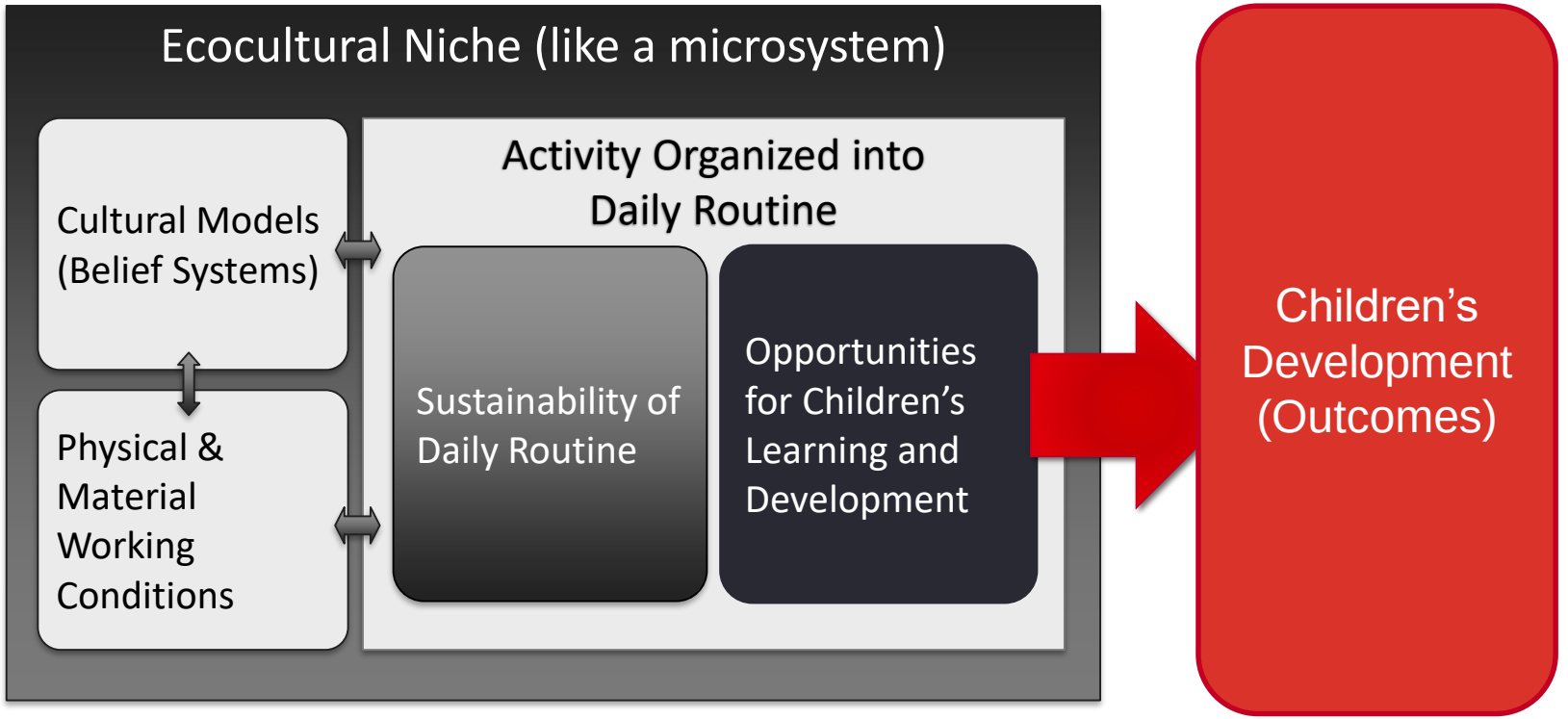
Kids at Kubota Garden 2003 from Seattle Municipal Archives



Stepping Stones Awash by skipnclick

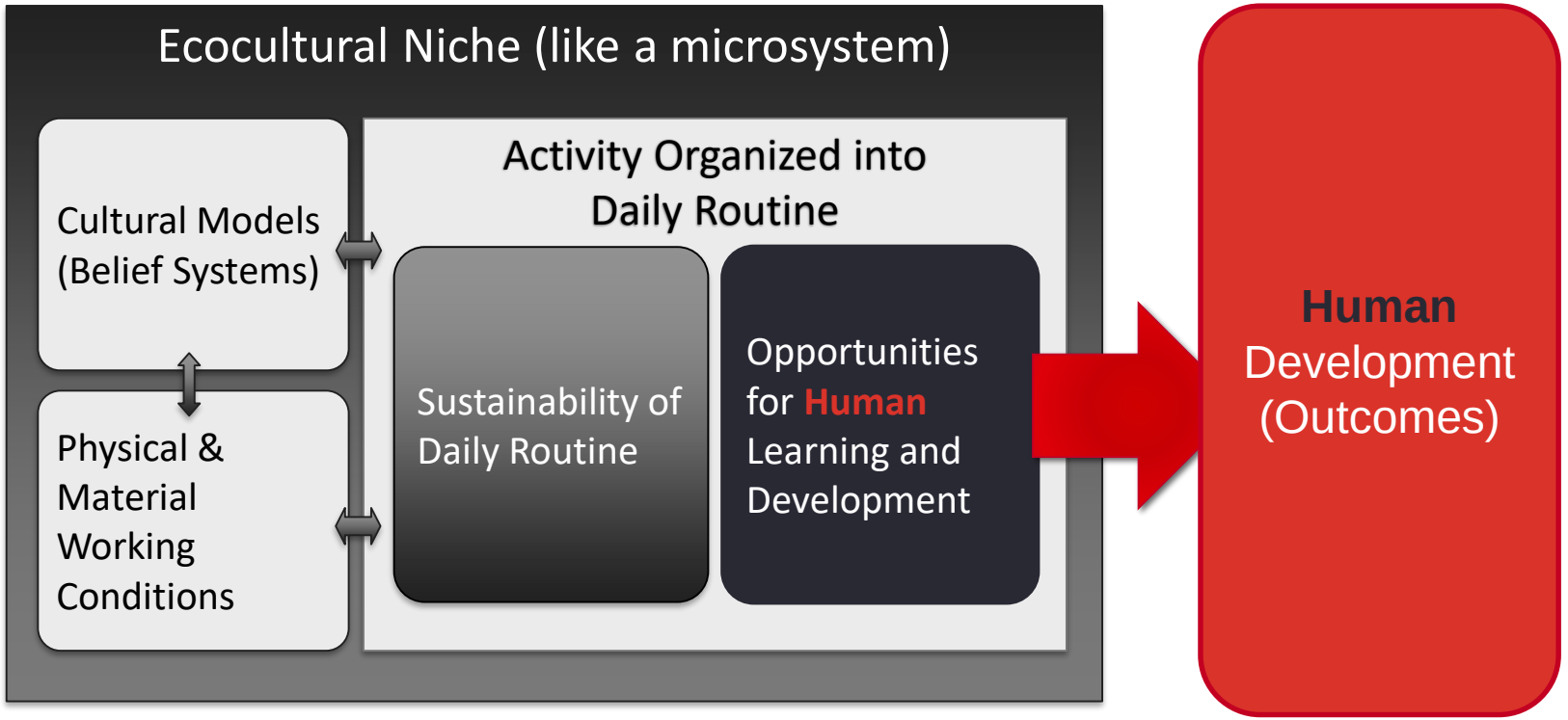
# An Eco(logical)-Cultural Approach

- Eco(logical)-cultural theory
  - Developed to understand when and how families adopt early intervention for young children with special needs (Weisner, YEAR)
  - Extended to family child care (Tonyan, 2017)



# An Eco(logical)-Cultural Approach

- Eco(logical)-cultural theory
  - Developed to understand when and how families adopt early intervention for young children with special needs (Weisner, YEAR)
  - Extended to family child care (Tonyan, 2017)



# Family Child Care as a Context for Professional Learning about SEL

- Working Conditions vary, but pose particular challenges:
  - Small business owner: single caregiver to a small center
  - Role varies: doing it all to director-like
  - Support available varies: isolated to well-resourced
- Compared with centers
  - Fewer children
  - Children stay with the same caregivers
  - Caregiver has many more responsibilities than a classroom teacher

# OUR STUDY: CALIFORNIA CHILD CARE POLICY RESEARCH PARTNERSHIP

Are You In? Family Child Care Providers' Experiences in Quality Improvement

www.areyouinpartnership.com

# Case Study Methods

- Initial Visit
  - When children were present
  - Build rapport, observe, leave survey & camera
- Photos: take up to 10 photos that show what life is like in your FCC home
- In-depth, semi-structured interview
  - “Tell me about your day…” (plus, home, financial situation, relationships with own family and children’s families, etc)
  - What do you do to find out information about how to operate your FCC home

# Love and Affection Cultural Model

**Cultural Models**: "presupposed, taken-for-granted models of the world that are widely shared…by the members of a society" (Quinn & Holland, 1997, p. 4)

| | | |
|---|---|---|
| **Valuing** | Seeing **relationships and being together as a valued goal in and of itself** and NOT just as a means to another end | I see the kids sharing their food with one another …those are our ideal days for me when the kids are just being kids and they are just enjoying life |
| **Enacting** | Making **choices with time and resources** (may or may not be aware of the choice) to help children feel loved and a sense of belonging | In the beginning, I [preferred] that we had lunch for 20 minutes, but it never happens. [For] 35, 40, [or] 45 minutes they just talk and talk and talk and I just decided it's okay, they need to talk… |
| **Seeing** | Describing rich, detailed stories of how children have changed | See the slides that follow |

Paredes, Hernandez, Herrera, & Tonyan, Online First)

# Are You In Data: Cultural Models

High: value, enact AND see
Medium: value, enact OR see
Low: NOT valuing, enacting, or seeing

| | Love and Affection | | | |
|---|---|---|---|---|
| **School Readiness** | **Low** | **Mod** | **High** | **Total** |
| **Low** | 1 | 1 | 2 | **4** |
| **Mod** | 5 | 14 | 9 | **28** |
| **High** | 1 | 7 | 13 | **21** |
| **Total** | **7** | **22** | **24** | **53** |

Source: Are You In Year 1 Case Study Interviewer Ratings

# Creating Routine Safe Spaces for Processing Emotions (enacting)

- “We ask, if it’s a Monday, ‘what did you do over the weekend?’ because, it’s so important that the kids come and share sad stuff that happened over the weekend, [and] happy stuff... So, we were talking about books, and the book kind of triggered a very, very, very special enlightening moment, and I said I’m gonna be doing this for Mondays where they can have a day of …getting [it] out, you know? **I’m gonna be …a place where they can be safe, and they can say whatever they feel**. So that happens during [the time after book] time, and after that, of course, I let them talk all day. **But if we really need to extend, if it’s something that really needs my time, I don’t care how long it will take. I will give them the time to do that**.” (Tonyan & Paredes, 2017, p. 102)

# Supporting children's self-regulation and awareness of others (seeing)

Because a lot of our children have been here with us since they were little babies. **We taught them the idea of respecting other people's quiet time.** …**They have to understand, and they know that they can't wake up everybody else**. They have to quietly get their shoes or go to the restroom, and then they can go into the kitchen, and have snack. The idea of respecting other people's space is really important for us because at this stage … they're not understanding very much [about] personal space. They tend to grab things from other people from other children. **This is a way of teaching them [that] this is your cot, this is your space, you can dance, sing, [and] read as much as you want on your cot as long as you're respecting your neighbor's space** … (Tonyan & Paredes, 2017, p. 100)

# Helping children show appreciation and learn to express their feelings to others (seeing)

In this picture, we see two younger girls and they are making cards because my assistant's birthday was yesterday. And with the younger kids, we gave them ideas, and...**those who didn't know how to write but they know how to express** so they told me what they want to put on the birthday cards.

And it was amazing... There was one kid [whose card] I think is very significant, very meaningful because... he's been here since he was a baby and he said "Thank you Tía for teaching me how to build things, how to color, and paint, and most of all for teaching me to be sitting down" …and that …brought me tears to my eyes to see that. (Provider QI_02; Hwang, 2018, p. 20)

# A provider's pride in a child's SEL

- A provider described a conversation she had with a child in her care:
- I know you feel angry. Recognize your feelings. You have to know when you're angry. You don't have to just throw yourself under the table and start hitting or grabbing things and throwing things. So, I think when he became a little more mature he could really [practice] a little bit of regulation. And that I think– **giving him the awareness, teaching him how to listen to himself and know his body; I think that was a miracle for this kid** … You don't know how much he taught me. He was my teacher. And I think providers should be open to learn, because this these are the best kids that are really, really teaching us. (Provider QI_02; Hwang, 2018, p. 20)

# Conclusions & Implications

- Despite the potential for strong, close relationships in FCC, providers varied in how much they valued, enacted, and saw Love and Affection.
  - The Love and Affection cultural model was relevant for over two-thirds of the providers we systematically analyzed (Paredes, Hernandez, Herrera, & Tonyan, Online First).
  - Many providers who valued and enacted Love and Affection also saw rich examples of children's SEL.
- Our work suggests that professional learning could help a wider range of providers
  - Enact a Love and Affection cultural model by taking time to prioritize love, affection, and being together
  - See SEL as part of their daily lives with children and among children
- Such efforts must, however, consider the complexity of daily life in FCC settings.

# References


Hwang, K. (2018). Young children's social and emotional competence in mixed-age interaction within family child care. Unpublished M.A. thesis. California State University, Northridge. http://hdl.handle.net/10211.3/205744

Paredes, E., Hernandez, E., Herrera, A., & Tonyan, H.A. (Online First). Putting the "family" in family child care: The alignment between *familismo* (familism) and family child care providers' descriptions of their work. *Early Childhood Research Quarterly*. https://doi.org/10.1016/j.ecresq.2018.04.007

Tonyan, H.A. (2017). Opportunities to practice what is locally valued: An ecocultural perspective on quality in family child care. *Early Education and Development, 28*, 727-744. http://dx.doi.org/10.1080/10409289.2017.1303304

Tonyan, H.A., Nuttall, J. (2014). Connecting cultural models of home-based care and childminders' career paths: An Eco-cultural analysis. *International Journal of Early Years Education, 22,* 117-138. http://dx.doi.org/10.1080/09669760.2013.809654

Tonyan, H.A., & Paredes, E. (2017). Family child/day care homes as a cultural context or world for babies and toddlers. In L. Liang, G Quinoñes, & A. Ridgeway (Eds.), *Studying babies and toddlers: Relationships in Cultural Contexts* (pp. 95-105). Melbourne, Australia: Springer.

Quinn, N., & Holland, D. (1987). Culture and cognition. In D. Holland & N. Quinn (Eds.), *Cultural models in language and thought* (pp. 3-40). New York, NY: Cambridge University Press.

# Thank You!  Questions?


- Holli Tonyan, Professor
- Department of Psychology, CSUN
- holli.tonyan@csun.edu
- (818) 677-4970


- Project web page: www.areyouinpartnership.com

# The CIRCLE Infant & Toddler Teacher Training Program

April Crawford, Ph.D.,
Children's Learning Institute
at The University of Texas Health Science Center

## Supporters

Elkins Foundation
Texas Workforce Commission
Herman H. Fleishman Foundation
W.K. Kellogg Foundation
The Meadows Foundation
Rainwater Charitable Foundation
The Miles Foundation

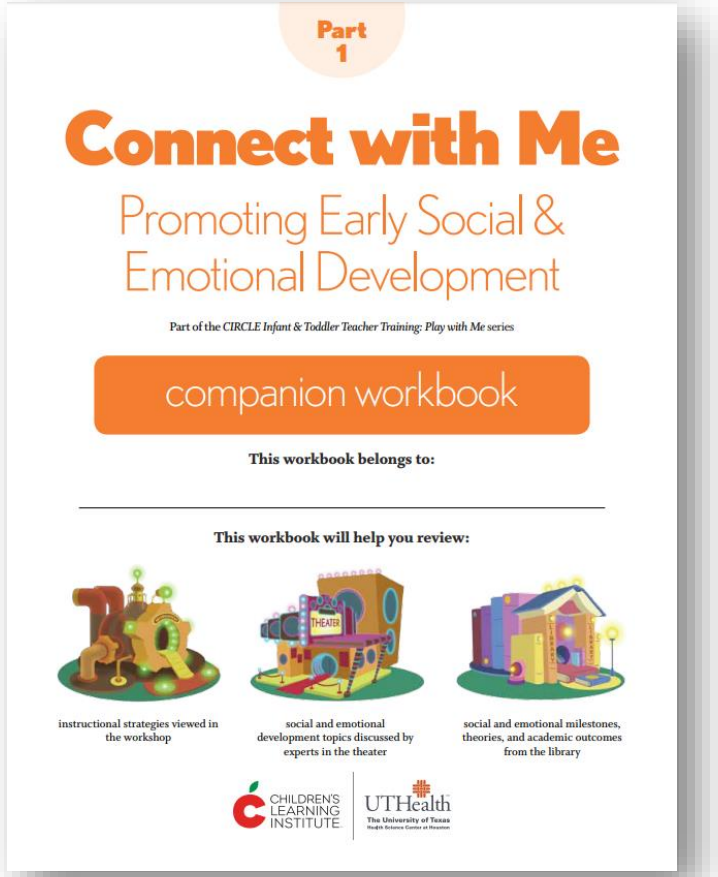
## Contributors

April Crawford, Ph.D.
Cathy Guttentag, Ph.D.
Ursula Johnson, Ph.D.
Janelle Montroy, Ph.D.
Beth Van Horne, Ph.D.
Shauna Spear, M.A.
Reese-Anna Cummins, M.A.
Sonya Coffey, M.Ed.
Mary Ellen Douglas, M.A.
JT O'Neal
Nirmin Elbjairmi
Joe Wozny
Tyler Sanders

# Thank You

# Integrated Approach

1. **Evidence-based content**: Professional development courses
2. **Framework for continuous improvement**: Observation & goal-setting tools
3. **Tracking children's development**: Developmental checklists
4. **Quality learning experiences**: Digital curriculum
5. **Individualized teacher support**: Coaching framework




CHILDREN'S LEARNING INSTITUTE
Texas State Center
for Early Childhood Development

# Professional Development Courses

- Talk with Me: Language Development (3 courses)
- Read with Me: Early Literacy (2 courses)
- **Connect with Me: Social & Emotional Development (5 courses)**
- Learn with Me: Cognitive Development (3 courses)
- Move with Me: Physical Development (2 courses)
- Grow with Me: Understanding Developmental Screening and Early Intervention (1 course)

*"This has been one of the most informational and interactive trainings I have ever taken about infant and toddler development."*

# Social & Emotional Learning

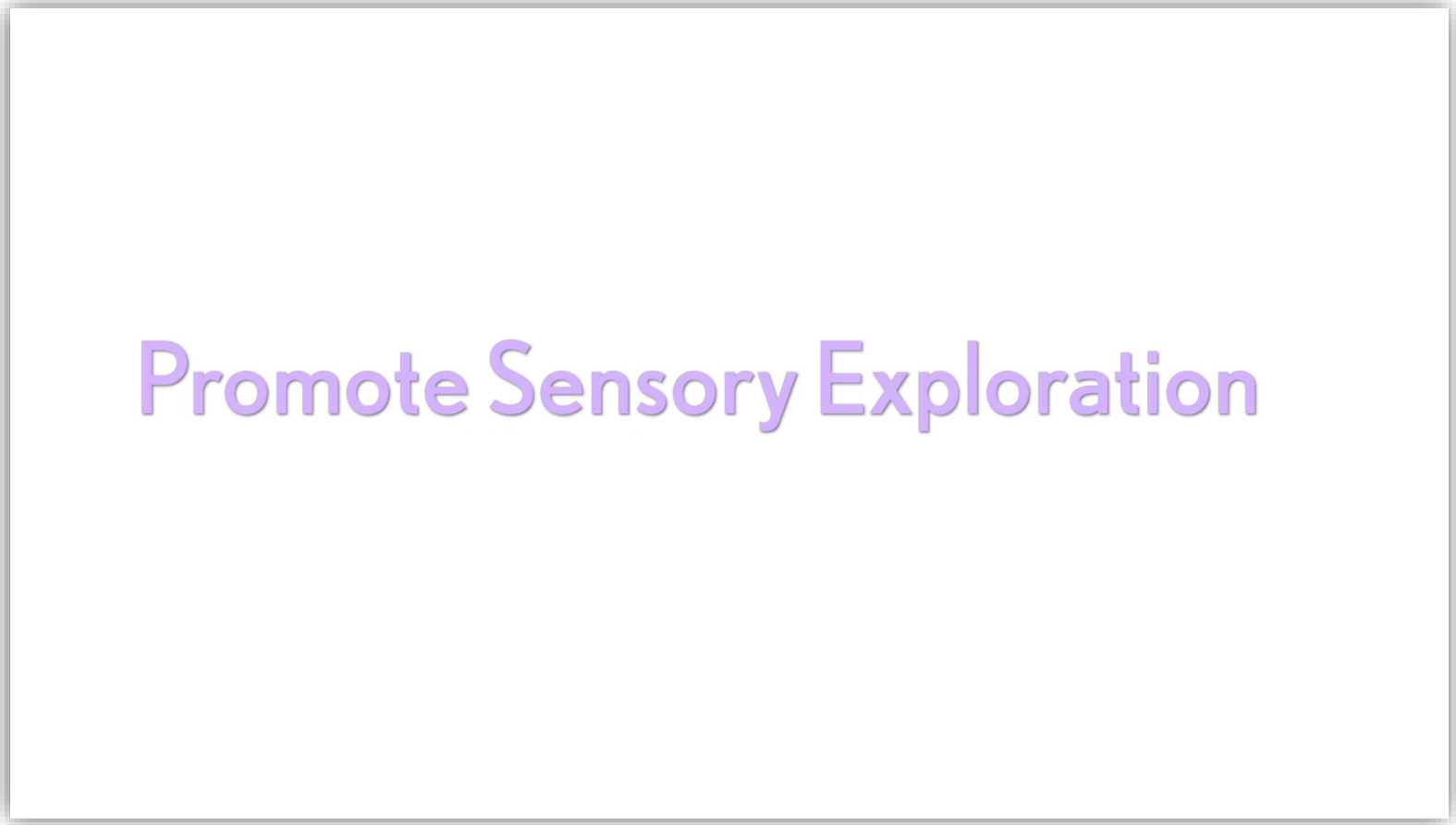
- CLI defines social and emotional learning as children's development of trust and emotional security, emotional awareness, self-regulation, and healthy relationships with adults and peers.
- The "Connect with Me" course includes specific caregiving strategies to support these skills.
- Positive caregiving strategies (e.g., warmth and responsiveness) are also reinforced across courses for all developmental domains.

# "Connect with Me" Strategies

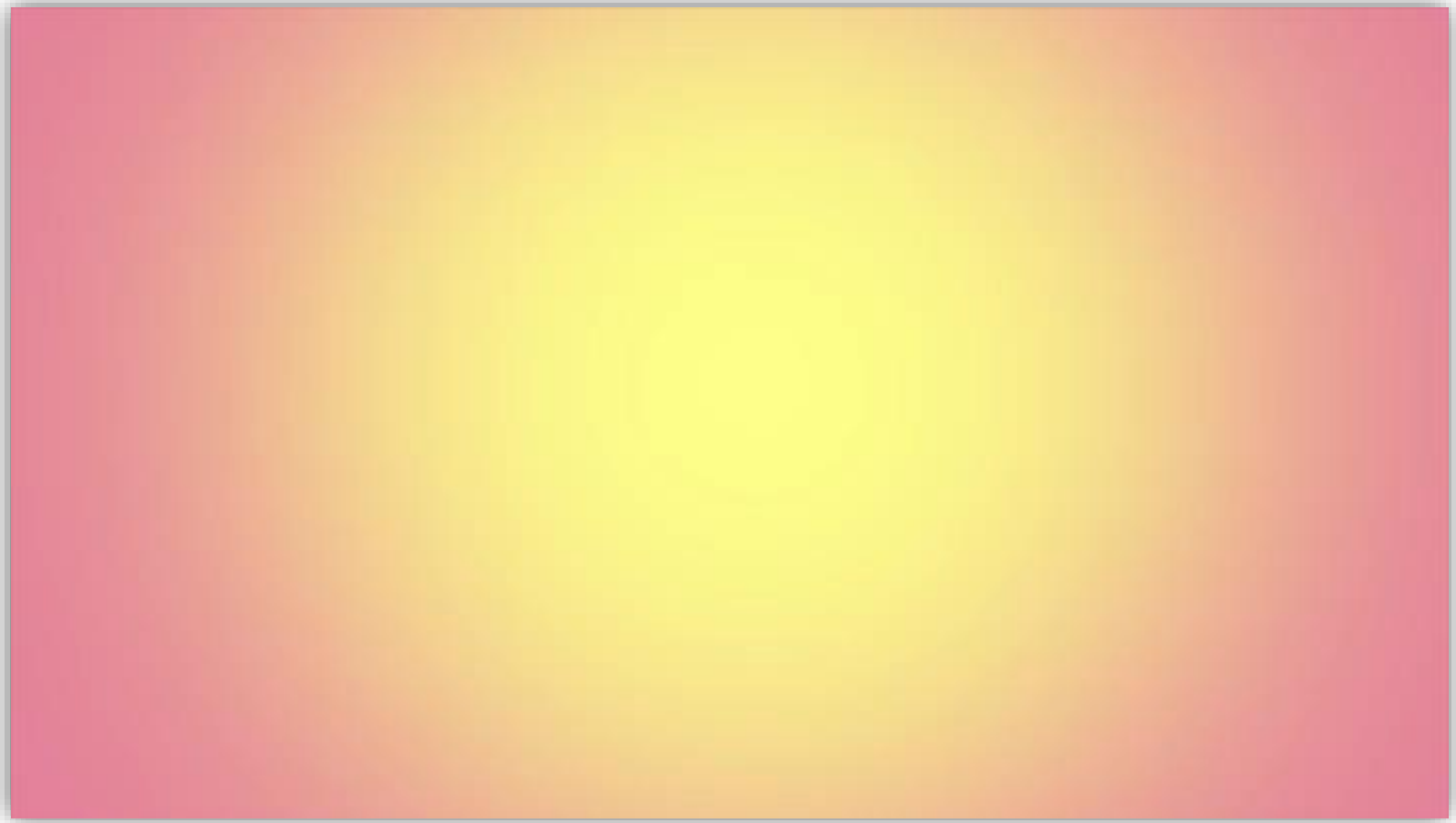
| Build Trust & Emotional Security | Promote Emotional Understanding |
|---|---|
| • Respond promptly and sensitively<br>• Express warmth and affection<br>• Comfort children in distress<br>• Be predictable<br>• Follow consistent daily schedules and routines<br>• Explain what comes next | • Label feelings<br>• Talk about connections between feelings, actions, and events<br>• Plan activities to build emotional understanding<br>• Encourage children to talk about feelings |
| **Supporting Self-Regulation** | **Supporting Relationships** |
| • Use praise to encourage positive behaviors and cooperation<br>• Redirect undesirable behavior<br>• Offer choices<br>• Provide verbal and physical cues for self-control | • Engage in back and forth play<br>• Model pro-social behaviors<br>• Help children share space<br>• Support turn-taking<br>• Offer prompts for peer interactions<br>• Plan activities to promote positive peer interactions<br>• Help resolve peer conflicts |

# See It in Action: Connect with Me

# See it in Action: Learn with Me



# Hear from Experts



CIRCLE ACTIVITY COLLECTION

# CIRCLE Activity Collection

INFANT/TODDLER

Home | About Early Learning | Find Activities | My Activities | Help Ticket

# Feeling Faces

ADD TO MY ACTIVITIES

Children will sing a feelings song using paper plate stick puppets showing the matching feelings. Children will then imitate the facial expressions for each feeling.

**Primary Domain:** Social & Emotional | **Primary Subdomain:** Self-Awareness
**Secondary Domain:** Language & Communication | **Secondary Subdomain:** Listening and Understanding

**Setting**

**Materials**

- five paper plates

## INSTRUCTIONAL PLANNING

### ACTIVITY AGE GROUP(S)

*18-24 months,24-36 months*

### EARLY HEAD START ALIGNMENT

Domain: Social and Emotional Development

Subdomain: Emotional Functioning

**Goal IT-SE 7.** Child recognizes and interprets emotions of others with the support of familiar adults.

### KEYWORDS

*face, happy, mad, surprised, scared, sad*

# Sample Developmental Checklists

## 0–3 months

DEVELOPMENTAL CHECKLIST

**Child's Name:**
**Administrator's Name:**
**Date(s) of Administration:**
*Tip: If completing multiple times (e.g., once per month), use a different colored pen for each administration.*

### HEALTH & MOTOR

- ❒ Stretches legs out and kicks when lying on stomach or back
- ❒ Raises head and chest up when lying on tummy
- ❒ Pushes down on legs when feet are on a hard surface
- ❒ Begins to make smoother movements with arms and legs by 3 months old
- ❒ Opens and shuts hands
- ❒ Brings hands to mouth
- ❒ Grasps with entire hand when finger or rattle is placed in palm
- ❒ Focuses on objects up close (6-12 inches away)
- ❒ Prefers to gaze at black-white contrast and human faces
- ❒ Tracks slow moving objects with eyes

### SOCIAL-EMOTIONAL

- ❒ Likes to be held close and cuddled
- ❒ Turns head toward familiar voice
- ❒ Enjoys looking at faces
- ❒ Begins to smile and coo at people
- ❒ Enjoys playing with people and might cry when playing stops
- ❒ Cries when hungry, uncomfortable, tired, or unhappy
- ❒ Can briefly calm self by sucking on hand or pacifier
- ❒ Is comforted by voice, sight, smell, and touch of familiar caregiver

### COGNITIVE

- ❒ By 3 months, spends more time awake and alert
- ❒ Tracks or follows objects with eyes
- ❒ Looks back and forth briefly from one object to another

### LANGUAGE & LITERACY

- ❒ Startles at loud sounds
- ❒ Quiets or smiles when spoken to
- ❒ Starts to turns eyes or head toward sounds
- ❒ Cries; by 3 months will start to make different c
- ❒ different needs (hungry, tired)
- ❒ Makes pleasure sounds (coos and goos)
- ❒ Listens to and looks at a book for brief peri

### RED FLAGS

Teachers should talk to parents or gu
one or more of these signs of possibl
Parents should discuss red flags wi
or call Early Childhood Intervent
developmental screening.

- ❒ Doesn't respond to loud s
- ❒ Doesn't watch things as
- ❒ Doesn't smile at peop
- ❒ Doesn't bring hands
- ❒ Can't hold head u

## 0–3 meses

LISTA DE DESARROLLO

**Nombre del niño/a:**
**Nombre del administrador:**
**Fecha(s) de administración:**
*Recomendación: Si realiza varias veces (por ejemplo, una vez al mes), utilice un bolígrafo de diferente color para cada administración.*

### SALUD Y MOTRICIDAD

- ❒ Estira las piernas y da pataditas cuando está acostado boca abajo o boca arriba
- ❒ Levanta su cabeza y su pecho cuando estaestá acostado boca abajo
- ❒ Presiona sus piernas hacia abajo cuando sus pies están en una superficie dura
- ❒ Empieza a hacer movimientos más suaves con sus manos y piernas a la edad de 3 meses
- ❒ Abre y cierra sus manos
- ❒ Se lleva las manos a la boca
- ❒ Sostiene el dedo de un adulto o un sonajero con la mano
- ❒ Se enfoca en objetos cercanos (6-12 pulgadas de distancia)
- ❒ Prefiere mirar contrastes negros y blancos y rostros humanos
- ❒ Sigue con los ojos objetos que se mueven lentamente

### SOCIAL Y EMOCIONAL

- ❒ Le gusta que lo carguen y lo abracen
- ❒ Voltea la cabecita hacia una voz familiar
- ❒ Disfruta ver los rostros de la gente
- ❒ Empieza a reírse y a balbucear cuando la gente le habla
- ❒ Le gusta jugar con la gente y puede que llore si uno para de jugar
- ❒ Llora cuando sienten hambre, se encuentra incomodo, está cansado o descontento
- ❒ Brevemente se calma al chuparse la mano o el chupete
- ❒ Se consuela al escuchar la voz, ver, oler y/o sentir a un cuidador que le es familiar

### COGNITIVO

- ❒ A los 3 meses, pasa más tiempo despierto y alerto
- ❒ Sigue objetos con los ojos
- ❒ Brevemente mira de un lado para otro entre un objeto y otro

### LENGUAJE

- ❒ Se asusta cuando escucha sonidos repentinos fuertes
- ❒ Sonríe o se calma cuando se le habla
- ❒ Empieza a voltear sus ojitos hacia los sonidos que escucha
- ❒ Llora; a los 3 meses empezará a hacer llantos dependiendo de sus diferentes necesidades (hambre, cansancio)
- ❒ Hace sonidos de satisfacción (balbucea)
- ❒ Escucha y ve libros por tiempos breves

### SEÑALES DE ALERTA

Los maestros deben hablar con los padres o tutores si observan uno o más de estos signos de posible retraso en el desarrollo. Los padres deben hablar sobre las señales de alerta con sus pediatras o llamar a Intervención Temprana en la Infancia para solicitar una evaluación del desarrollo.

- ❒ No responde a sonidos fuertes
- ❒ No mira las cosas mientras se mueven
- ❒ No sonríe hacia la gente
- ❒ No se lleva las manos hacia la boca
- ❒ No puede mantener la cabeza levantada cuando empuja hacia arriba mientras esta boca abajo

CHILDREN'S LEARNING INSTITUTE

**Texas State Center**
for Early Childhood Development

| SOCIAL AND EMOTIONAL DEVELOPMENT | | | |
|---|---|---|---|
| **BUILDING TRUST AND EMOTIONAL SECURITY** | | | |
| 1 | **Responds promptly and sensitively** (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, feelings, interests, and needs. | ☐ OB<br>☐ NS | |
| 1 | **Expresses warmth and affection** through positive nonverbal behaviors such as getting down to **child's eye level, smiling, cuddling, using reassuring touch, gentle tone of voice**, and **pacing** that matches the child's energy level. | ☐ OB<br>☐ NS | |
| 1 | **Provides comfort** to children in distress by responding quickly and calmly to provide **physical comfort**, or simply using **gentle, soothing words**. | ☐ OB<br>☐ NS | |
| 1 | Is **consistent and predictable** in responsive behaviors, following through with commitments to children, and being consistent in classroom management and setting limits on behavior. | ☐ OB<br>☐ NS | |
| 1 | Follows a **consistent daily schedule and routines** (may be shown by including **signals for transition routines**, references to visual daily schedule, talks about schedule, talks about change in daily routine when needed). | ☐ OB<br>☐ NS | |
| 2 | **Explains what comes next** using simple reminders, especially before and during transitions. | ☐ OB<br>☐ NS | |
| 2 | Models **respect for diversity** including culture, ethnicity, gender roles, special needs, and home languages, includes reading books or using materials that reflect diverse backgrounds. | ☐ OB<br>☐ NS | |
| **PROMOTING EMOTIONAL UNDERSTANDING** | | | |
| 2 | **Labels feelings** and emotions expressed by infants and toddlers, and may also **label teacher's own feelings** in an appropriate way. | ☐ OB<br>☐ NS | |
| 3 | **Encourages** children to **talk about their feelings**; may include modeling talking about own feelings, feelings of peers and/ or characters in a story, and inviting children to continue such conversation (toddlers only). | ☐ OB<br>☐ NS | |
| 3 | Makes **connections** between children's or storybook characters' **emotions, actions, and events** (e.g., "Joey stomped his foot because he felt mad"; "The pig was scared when the wolf blew his house down"). | ☐ OB<br>☐ NS | |
| 3 | **Plans activities** to support children's **understanding of emotions** through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). | ☐ OB<br>☐ NS | |

# Social & Emotional Behaviors from the CIRCLE Teacher Goal-Setting System

# Pilot

- 40 teachers in Dallas and Houston (20=target, 20=control)
  - 5% 4-year degree, 8% associates, 75% high school only; 13% other
  - 8% Caucasian, 58% African-American, 25% Latino, 10% other
- Up to children per classroom, ages 24-36 months
- Target teachers received:
  - the language, literacy, and social-emotional online courses;
  - a face-to-face kickoff training;
  - classroom kits that support skill-building; and
  - four hours of individualized remote coaching per month.
- To promote self-reflection, teachers were assigned activities to film and upload for coaching feedback.

# Course Satisfaction (Pilot)

Total of 67 course surveys completed. Results:

- "Content presented clearly"
  - 87% strongly agree, 13% somewhat agree
- "Improved my interactions with children"
  - 88% strongly agree, 12% somewhat agree
- "Would recommend this course to others"
  - 100% strongly agree

# Measures

Child Measures:

- Early Communication Indicator
- Brief Infant Toddler, Social Emotional Assessments
- Expressive One Word Picture Vocabulary Test (EOWPVT)
- MacArthur Bates CDI

Teacher Measures:

- Book Reading Practices
- Texas Rising Star, Category 2 (Caregiver-Child Interactions)
- Arnett Caregiver Interaction Scale

# Preliminary Results – Book Reading Practices

Global Style:

- Contingent responsiveness (e.g., noticing child signals, pacing)
- Enthusiasm and engagement (e.g., positivity/praise, dramatic reading voice)

Book Comprehension

- Comments/Techniques (e.g., linking children's experiences, making predictions)
- Questions/Elicitations (counted)

Results:

- n = 18 (10 target, 8 control)
- $p$ = .003, $d$ = 1.35

CHILDREN'S LEARNING INSTITUTE

Texas State Center for Early Childhood Development

# For more information:

Email: April.Crawford@uth.tmc.edu

Visit: cliengage.org

Under “Tools and Resources,” select CIRCLE Infant & Toddler Teacher Training

# The Breakthrough Series Collaborative: A CQI Approach to Implement the Pyramid Model in Early Education Centers

Stephanie Doyle, Center for the Study of Social Policy

4/17/2019

2019 CCEEPRC

Culture of Continuous Learning Project

# PARTNERS

Child TRENDS

OPRE

UMASS BOSTON

JRA Consulting, Ltd.
995 Forest Street, North Andover, MA 01845

Center *for the* Study *of* Social Policy
Ideas into Action

# OVERVIEW OF THE CCL PROJECT

Assess the feasibility of implementing a CQI model – a Breakthrough Series Collaborative (BSC) – to support social and emotional learning (SEL) in Head Start and child care settings

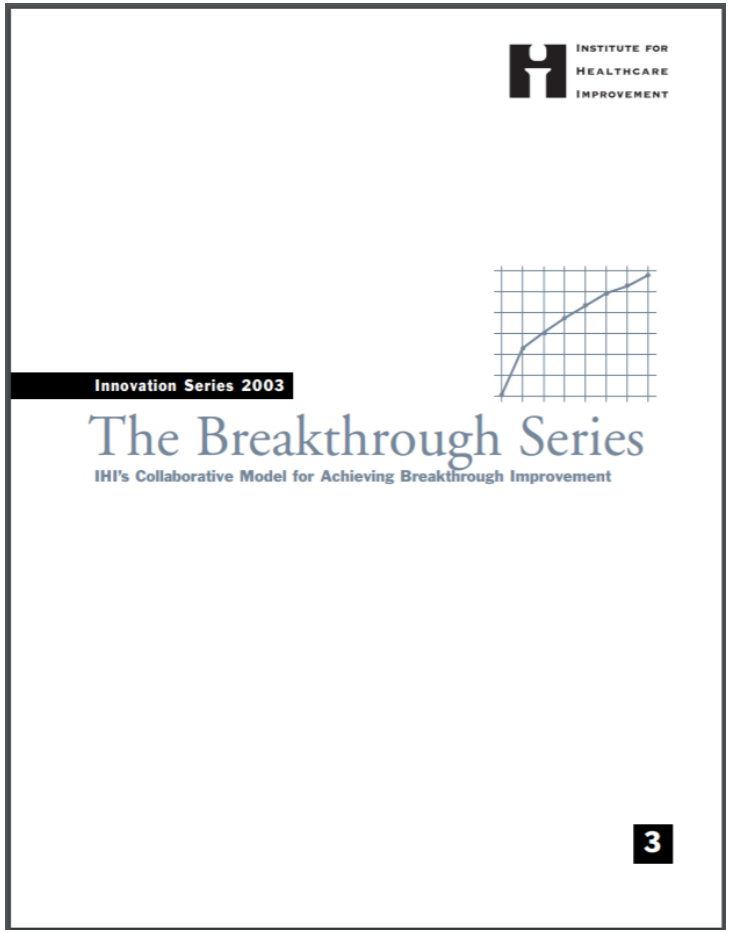
- Implement a BSC in 1 Head Start and 6 child care settings in Boston, MA
- Conduct a Feasibility Study
- Design an evaluation plan to examine the effectiveness of a BSC in supporting and sustaining teacher practices, an organizational culture of quality improvement, and children's development

# THE PYRAMID MODEL

- A conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development.
- Developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and Technical Assistance Center on Social Emotional Intervention for Youth Children (TACSEI)

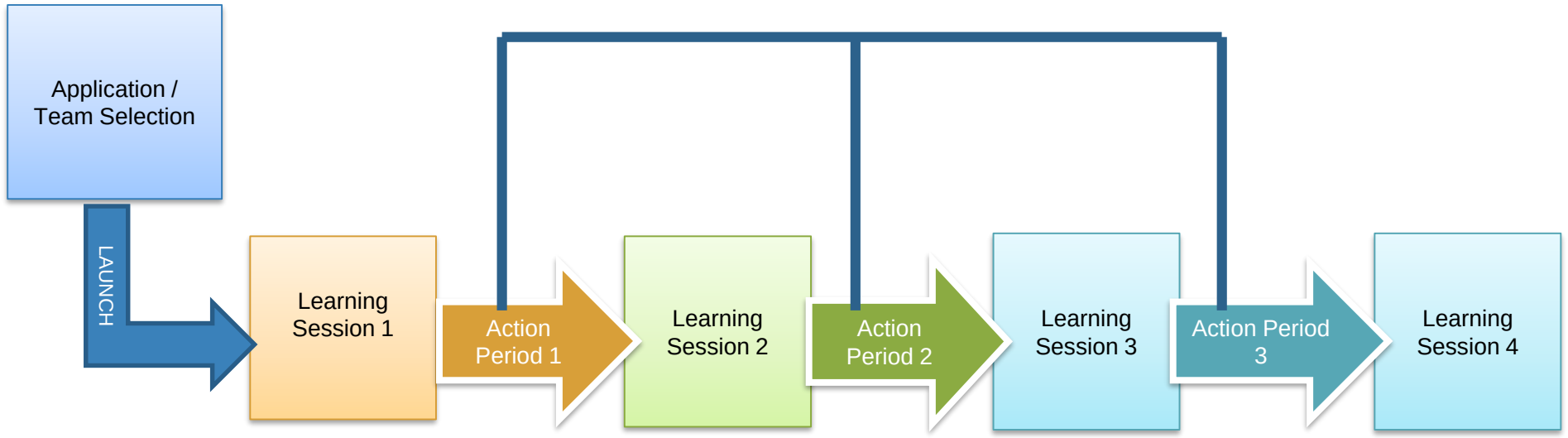
# WHAT IS A BREAKTHROUGH SERIES COLLABORATIVE?

- Developed by Institute for Healthcare Improvement
- An improvement approach that brings together multiple organizations to work towards a common aim using continuous quality improvement methods.



# A TIMELINE FOR THE BREAKTHROUGH SERIES

*Test Strategies and Share Learning!*




Regular Webinars

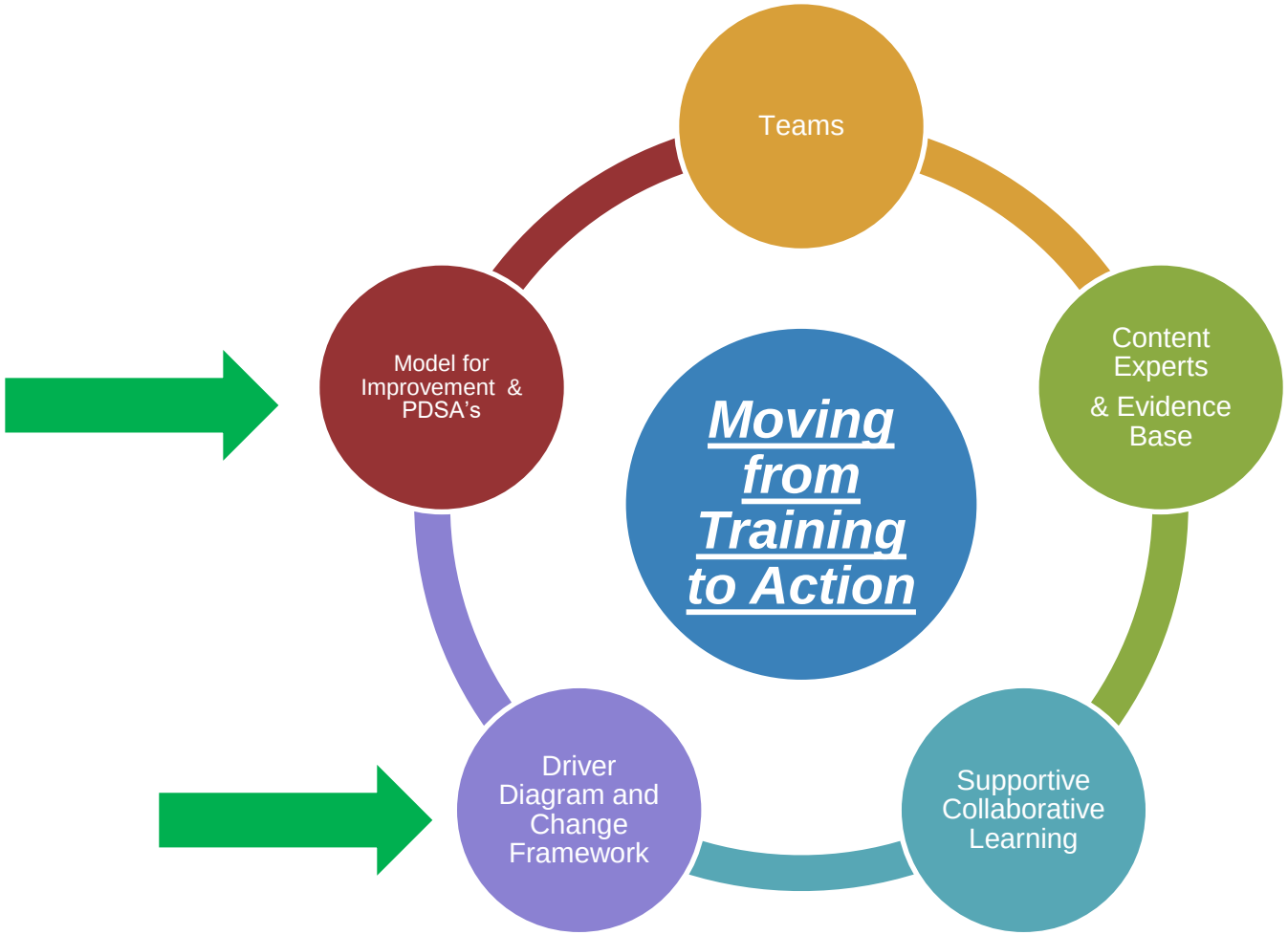
Collaboration with Other Teams

Self-Assessments and Priority Setting

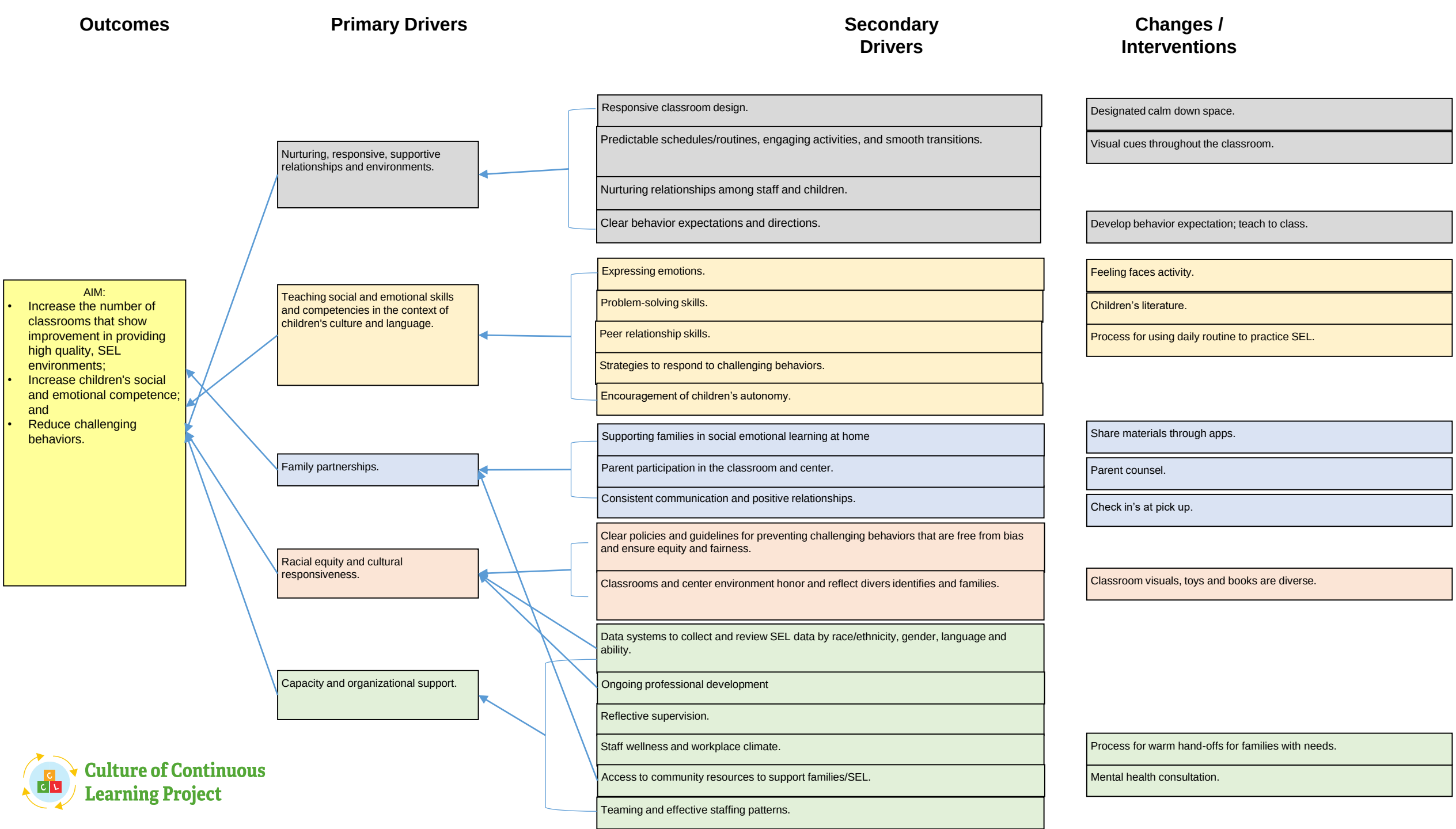
Monthly Data Collection and Use

# BSC CORE COMPONENTS

# BSC CORE COMPONENTS



# Driver Diagram

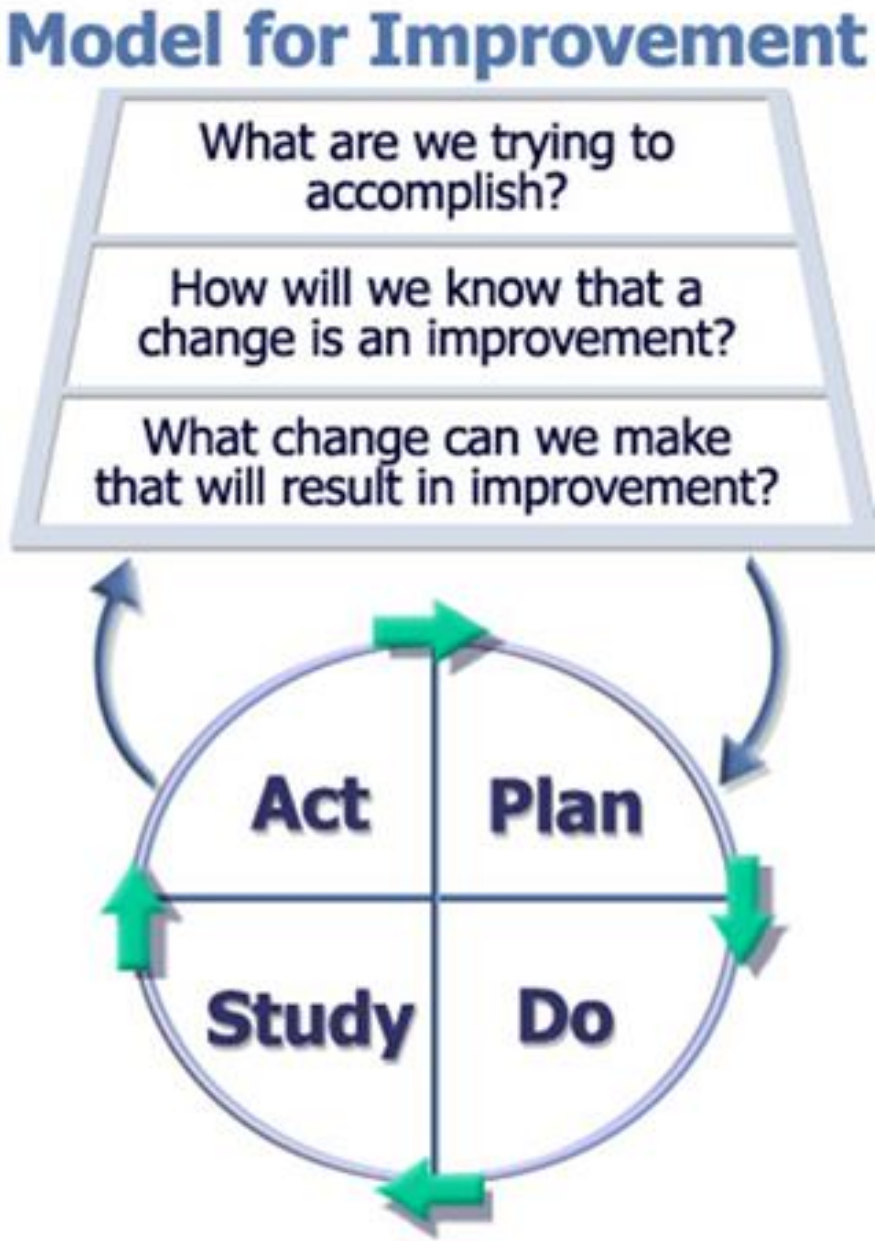

Outcomes
Primary Drivers
Secondary Drivers
Changes / Interventions
AIM:
• Increase the number of classrooms that show improvement in providing high quality, SEL environments;
• Increase children's social and emotional competence; and
• Reduce challenging behaviors.
Nurturing, responsive, supportive relationships and environments.
Teaching social and emotional skills and competencies in the context of children's culture and language.
Family partnerships.
Racial equity and cultural responsiveness.
Capacity and organizational support.
Responsive classroom design.
Predictable schedules/routines, engaging activities, and smooth transitions.
Nurturing relationships among staff and children.
Clear behavior expectations and directions.
Expressing emotions.
Problem-solving skills.
Peer relationship skills.
Strategies to respond to challenging behaviors.
Encouragement of children's autonomy.
Supporting families in social emotional learning at home
Parent participation in the classroom and center.
Consistent communication and positive relationships.
Clear policies and guidelines for preventing challenging behaviors that are free from bias and ensure equity and fairness.
Classrooms and center environment honor and reflect divers identifies and families.
Data systems to collect and review SEL data by race/ethnicity, gender, language and ability.
Ongoing professional development
Reflective supervision.
Staff wellness and workplace climate.
Access to community resources to support families/SEL.
Teaming and effective staffing patterns.
Designated calm down space.
Visual cues throughout the classroom.
Develop behavior expectation; teach to class.
Feeling faces activity.
Children's literature.
Process for using daily routine to practice SEL.
Share materials through apps.
Parent counsel.
Check in's at pick up.
Classroom visuals, toys and books are diverse.
Process for warm hand-offs for families with needs.
Mental health consultation.
Culture of Continuous Learning Project

- Developed by Associates in Process Improvement
- Simple tool that can accelerate improvement.
- Can be used with other models for CQI.

# The Model for Improvement & PDSAs

Starts with a measureable AIM.

Establishes measures.



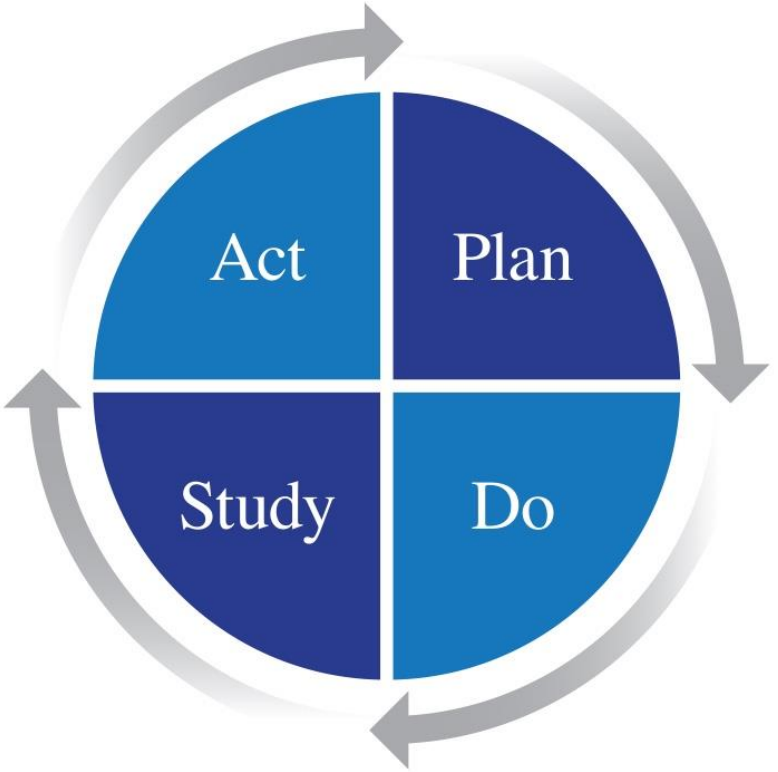

## Identifies Changes:

- Best practices in the field
- Research literature
- Practice based wisdom

| | |
|---|---|
| What are we trying to accomplish? | • **100% of infants have smooth transitions in the morning.** |
| How will we know a change is an improvement? | • # of infants who have a smooth transition or are able to be soothed shortly after drop off each day. |
| What changes can we test that will result in improvement? | • Minimize time and steps in the transitions.<br>• Consistent teacher at drop off.<br>• Consistent drop off routine with family.<br>• Check in with parent to understand infants' morning before drop off. |

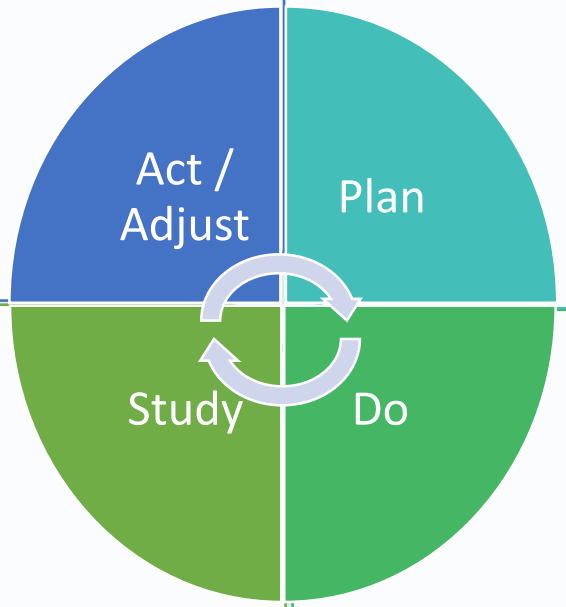
# PDSAS

- Start small and learn fast
- Build evidence and confidence in the changes
- Build champions



- Two more cycles: 2) test drop off of infants to infant classroom and 3) test during nap.

•One teacher will consistently greet and create a transition routine with one infant who has had a hard to separating for one week.



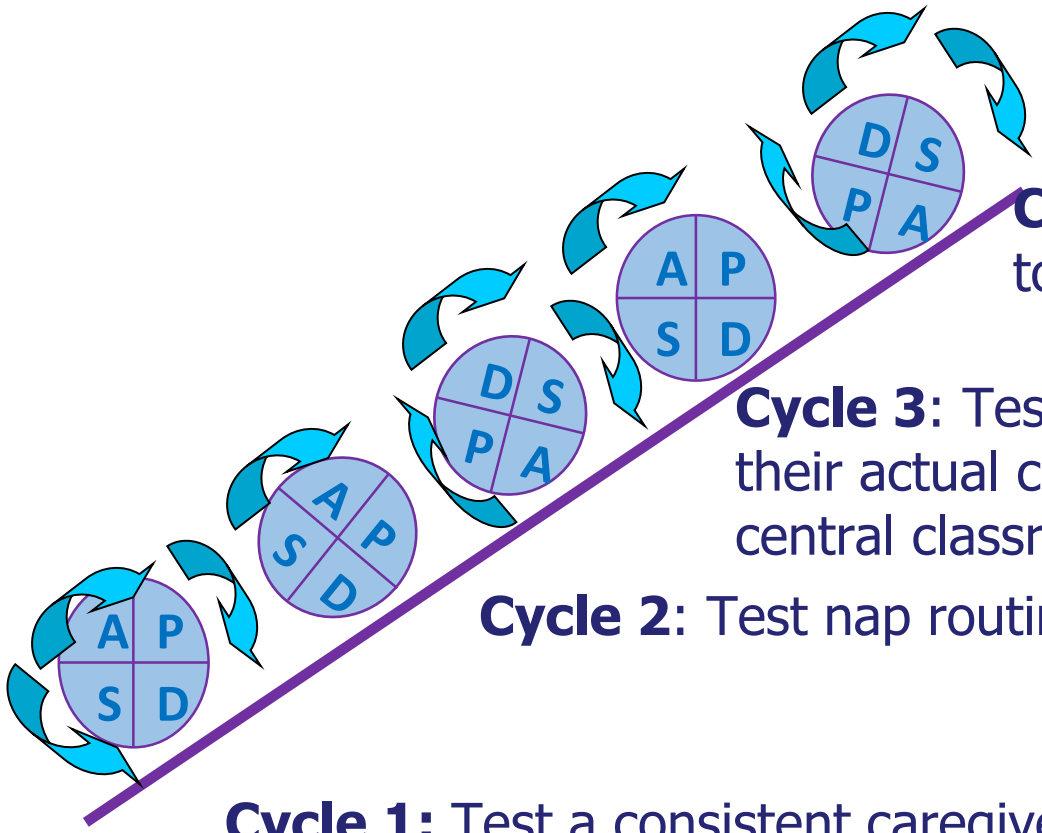

- By end of the week, the morning transition was smoother. Learned that it was helpful to understand parents' point of view. Wondered issue of changing classrooms in morning.

- Teacher introduced routine to parent and worked together to implement. Some challenges if parent was late.

# Ramp Aim

*Consistent Routines with Infants*

**Cycle 5: Implement direct drop off by communicating with staff & parents and adjust schedule to ensure coverage.**




**Cycle 4:** Expand direct drop off to toddler and preschool classrooms.

**Cycle 3**: Test dropping off infants to their actual classroom rather than central classroom

**Cycle 2**: Test nap routine

**Cycle 1:** Test a consistent caregiver and arrival routine with one infant who has separation struggles

***You have a theory or an idea***

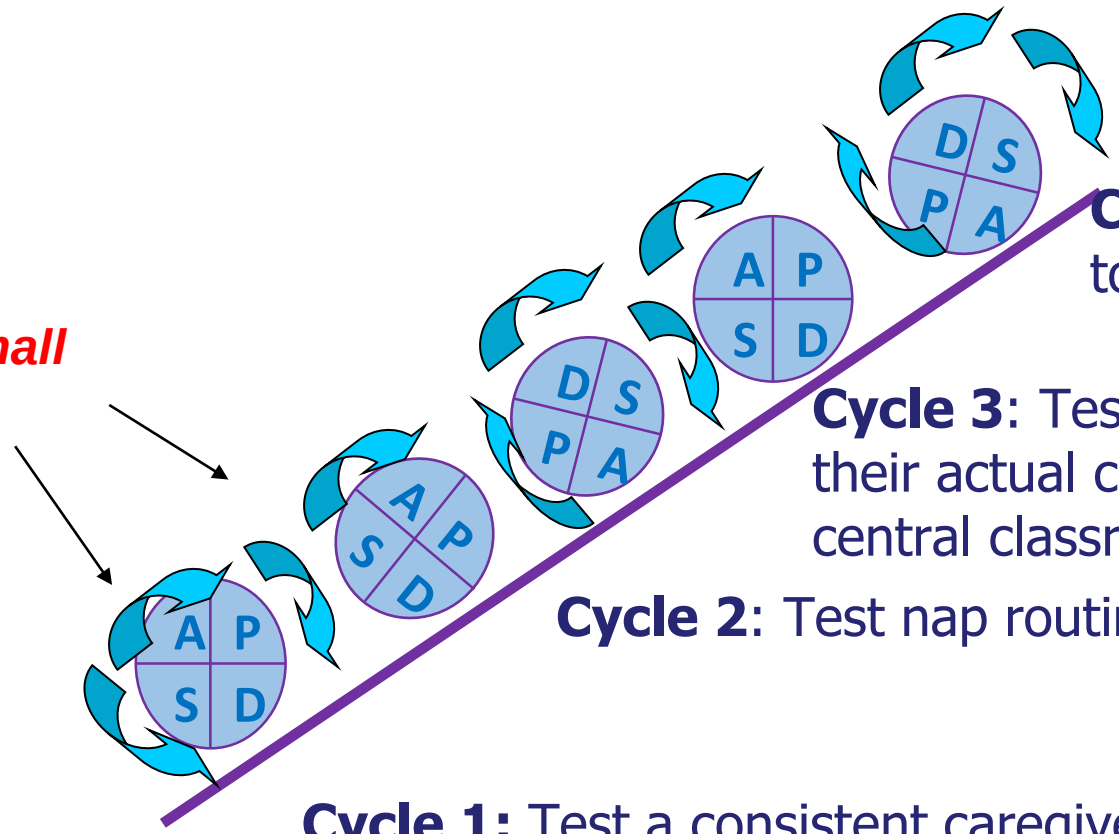
# Ramp Aim

*Consistent Routines with Infants*

**Cycle 5: Implement direct drop off by communicating with staff & parents and adjust schedule to ensure coverage.**

**Cycle 4:** Expand direct drop off to toddler and preschool classrooms.

***Start Small***



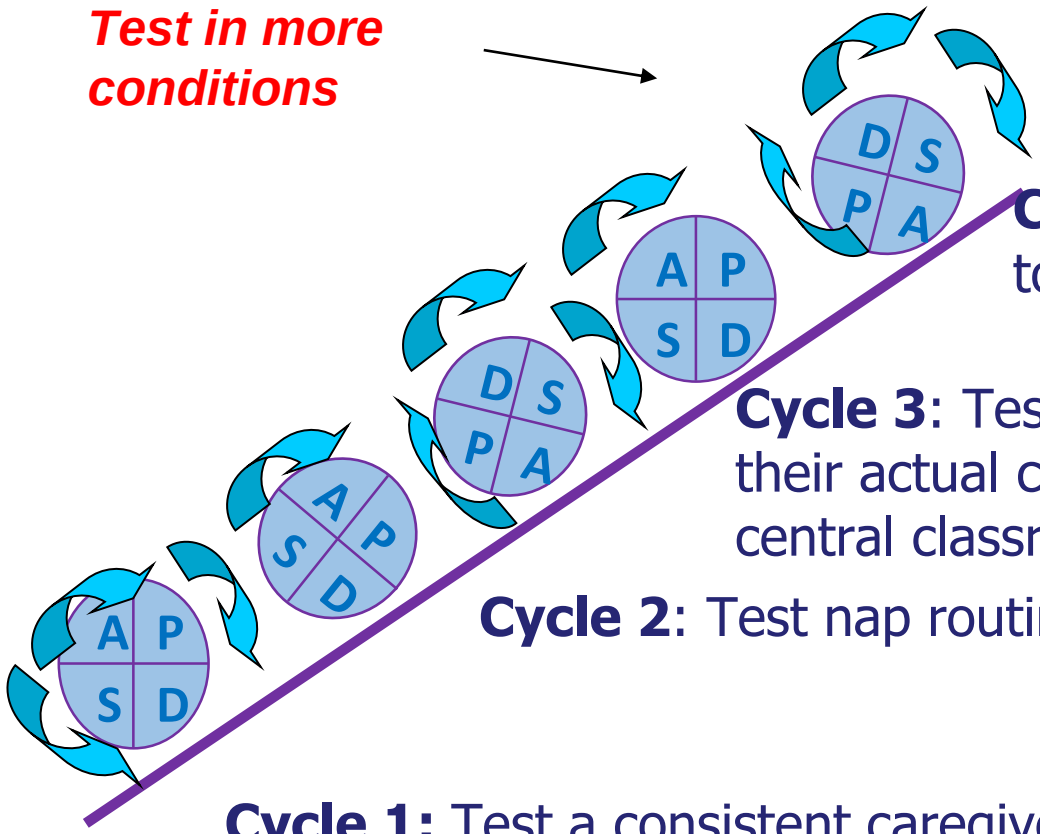

**Cycle 3**: Test dropping off infants to their actual classroom rather than central classroom

**Cycle 2**: Test nap routine

**Cycle 1:** Test a consistent caregiver and arrival routine with one infant who has separation struggles

# Ramp Aim

*Consistent Routines with Infants*




**Cycle 5: Implement direct drop off by communicating with staff & parents and adjust schedule to ensure coverage.**

**Cycle 4:** Expand direct drop off to toddler and preschool classrooms.

**Cycle 3**: Test dropping off infants to their actual classroom rather than central classroom

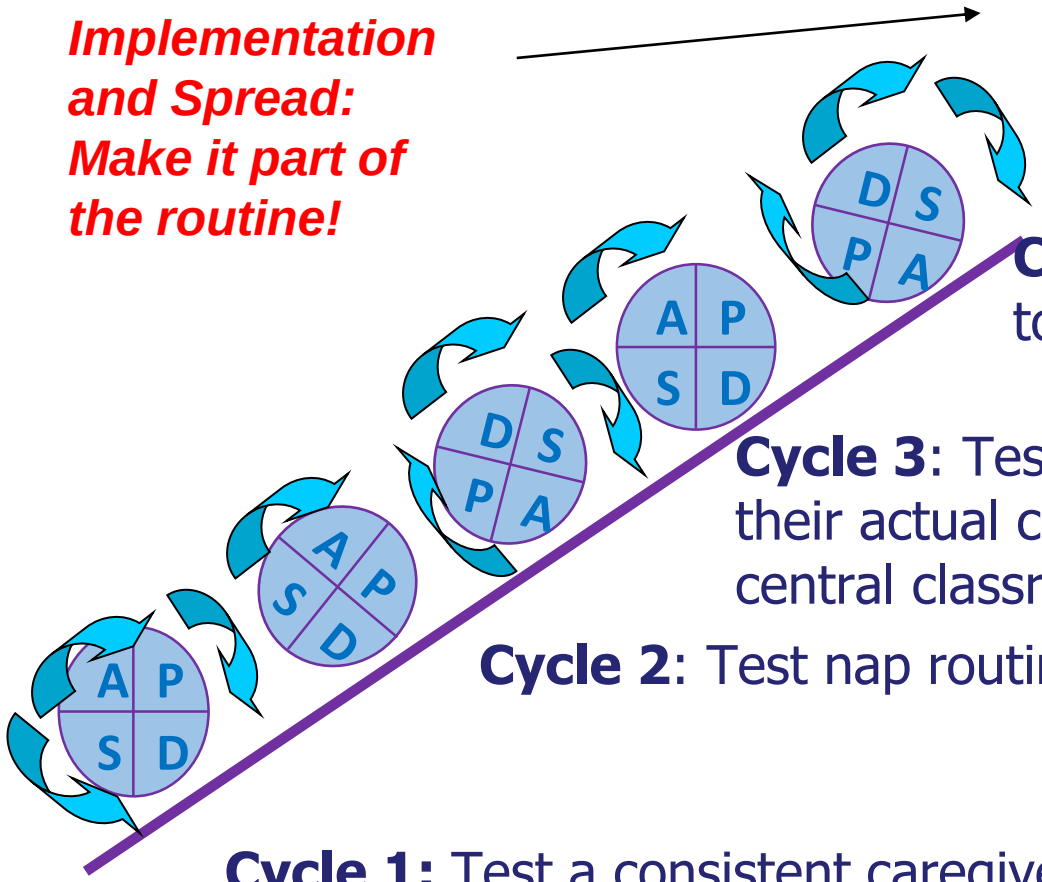
**Cycle 2**: Test nap routine

**Cycle 1:** Test a consistent caregiver and arrival routine with one infant who has separation struggles

# Ramp Aim

*Consistent Routines with Infants*

***Implementation and Spread: Make it part of the routine!***




**Cycle 5: Implement direct drop off by communicating with staff & parents and adjust schedule to ensure coverage.**

**Cycle 4:** Expand direct drop off to toddler and preschool classrooms.

**Cycle 3**: Test dropping off infants to their actual classroom rather than central classroom

**Cycle 2**: Test nap routine

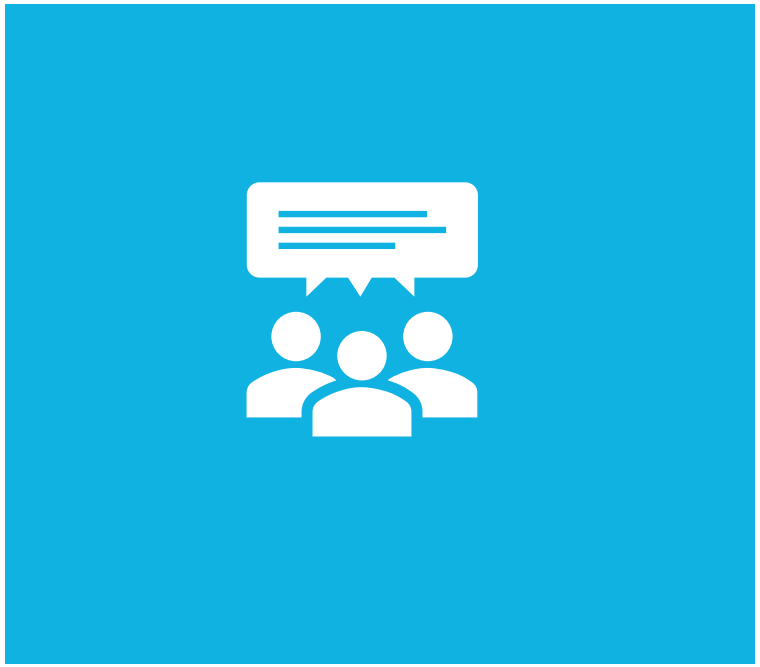
**Cycle 1:** Test a consistent caregiver and arrival routine with one infant who has separation struggles

# THANK YOU!

SLIDES ARE AVAILABLE ON THE CCEEPRC WEBSITE

The planning for this Presentation was funded through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (AF) and managed through a contract with Child Trends.

The views expressed in this presentation do not necessarily represent the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families or the U.S. Department of Health and Human Services.



# Discussion

# Discussion Questions

- What do we currently know about the effectiveness of these different PD models for improving ECE workforce knowledge and skills to promote SEL among children?

- What are the relative benefits of – and barriers to – these different PD approaches? Can both center-based and home-based providers benefit from the same PD methods, or do certain PD methods work better for providers in one type of setting compared to another?

- Where do we go from here in terms of efforts for supporting the ECE workforce to work with children to promote SEL and reduce challenging behaviors?

# THANK YOU!

The planning for this CCEEPRC session was funded through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (AF) and managed through a contract with Child Trends.

*The views expressed in this presentation do not necessarily represent the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families or the U.S. Department of Health and Human Services.*