



2021



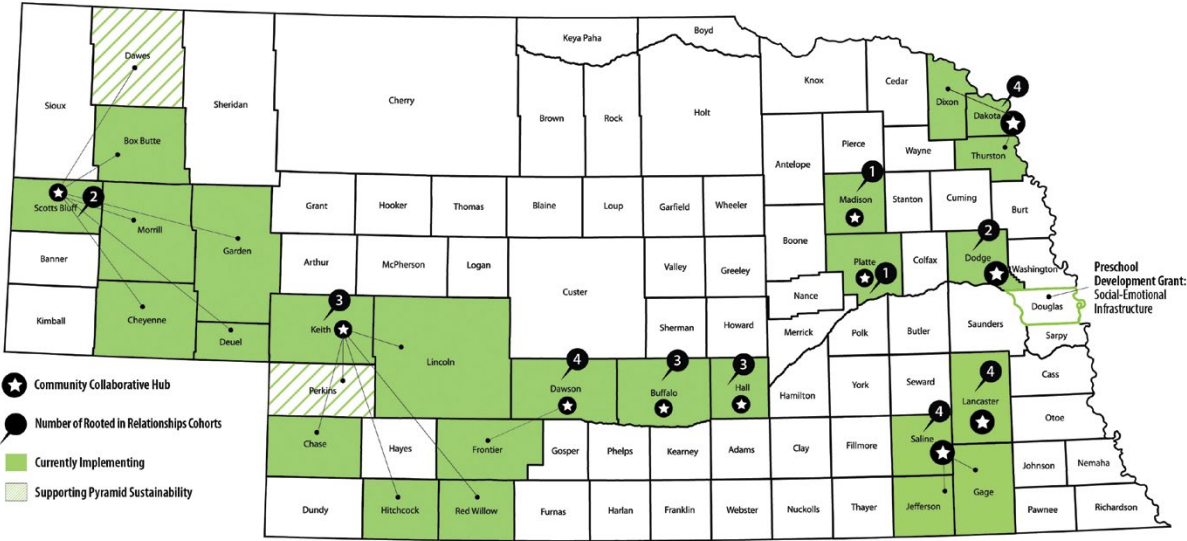
Rooted in Relationships

Executive Summary

Rooted in Relationships

The Rooted in Relationships (RiR) initiative partners with communities to implement evidence-based practices that enhance the social-emotional development of children, birth through age 8. Each community has a multi-disciplinary stakeholder team that implements a long-range plan to **enhance the early childhood systems of care** in the community. The initiative also supports communities as they **implement the Pyramid Model**, a framework that promotes the social-emotional competence of young children, in selected family child care homes and child care centers. RiR also strives to **strengthen the system of care at the state level** through cross-system collaboration to build state infrastructure and capacity.

Rooted in Relationships Growth Map (Current)



RiR currently supports twelve collaborative hubs in various stages of the initiative inclusive of planning, implementation, expansion, and sustainability: Buffalo, Dakota (Dixon and Thurston), Dawson (Frontier), Dodge, Douglas (South Omaha), Hall, Keith (Chase, Hitchcock, Lincoln, Perkins, and Red Willow), Lancaster, Madison, Platte, and Saline (Jefferson and Gage) Counties as well as the Panhandle (Box Butte, Cheyenne, Dawes, Deuel, Garden, Morrill and Scotts Bluff).

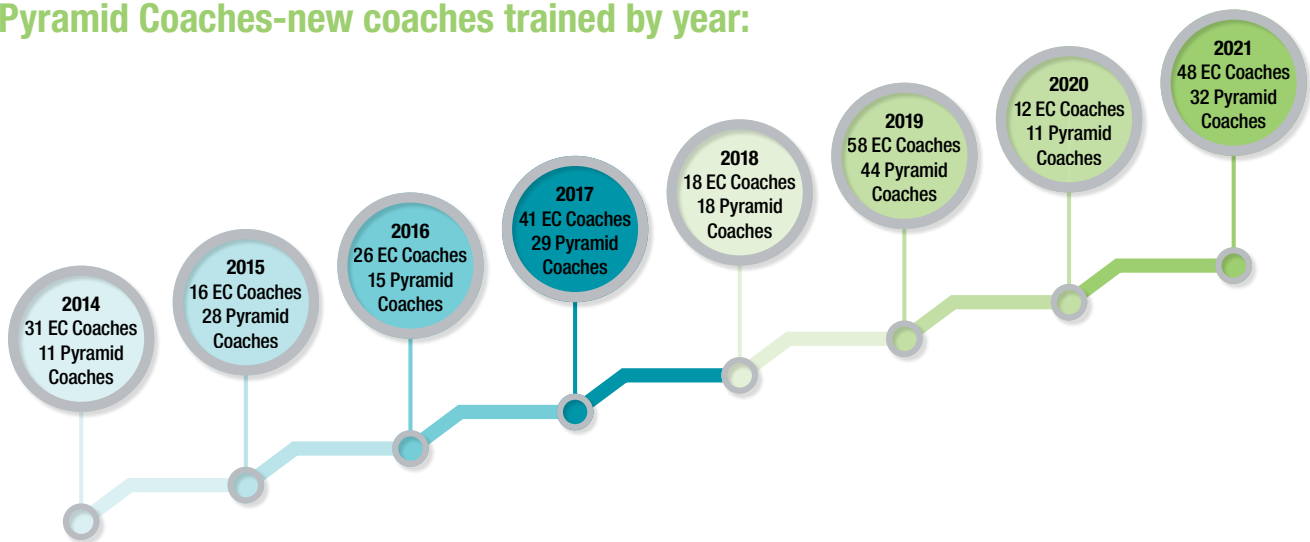
Evaluation

Quantitative and qualitative evaluation data is collected to monitor progress and measure outcomes on the Pyramid Model implementation and community-based systems work. RiR staff use the evaluation to continuously update processes to improve outcomes, reduce burden, and support communities.

Building Statewide Capacity to Support Early Childhood Systems of Care

- Through cross agency collaboration, RiR has helped to align activities across statewide initiatives. These established partnerships have proven to be essential opportunities for connection as the ongoing nature of the pandemic stresses systems and individuals at all levels.
- RiR and partners continue to standardize processes for coach training, methods of communication, strategies for reducing coaching overload, as well as alignment of coaching processes and practices across initiatives. A regional coach system is now in place to enhance these efforts.
- Continued support of the development and expansion of the Nebraska Center on Reflective Practice (NCRP).
 - Coaches from RiR and Step Up to Quality complete the training process and RiR is now offering training to child care directors and home-based providers, thus supporting workforce development.
- Collaborate to build and support systems that enhance early childhood mental health in Nebraska such as Child-Parent Psychotherapy, Parent-Child Interaction Therapy, Parents Interacting with Infants, Circle of Security Parenting, Circle of Security Classroom, and the newly added Infant/Early Childhood Mental Health endorsement.

RiR builds the state capacity for Early Childhood and Pyramid Coaches-new coaches trained by year:



RiR strengthens the system of care at the state level through cross-system collaboration and partnerships to ensure alignment across initiatives and build state infrastructure and capacity. Key areas addressed this year:

- Ongoing support of early care and education providers during the pandemic,
- Support of equitable and inclusive practices,
- Continued establishment of common coaching processes including the development and refinement of the Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice,
- Increased awareness and access to quality early childhood mental health services,
- Collaboration among initiatives with focus among partners regarding regional systems of support for Pyramid,
- Development of infrastructure to expand Parents Interacting with Infants (PIWI).

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

Supporting Community Early Childhood Systems of Care

RiR Stakeholder Teams completed systems level planning and have initiated community specific strategies that may include:



Early Care and Education



Early Childhood Mental Health



Family Engagement

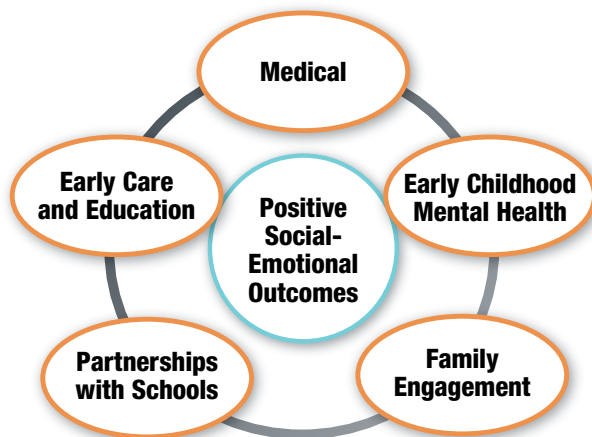


Medical



Partnerships with Schools

Common Priority Areas across RiR Community Stakeholder Teams



Sample Activities:

- Public awareness campaigns through social media posts and billboards posted in communities.
- Hosting family fun nights and community movies where information and materials were distributed to families.
- Parenting classes, such as Parent Pyramid Module Trainings and Circle of Security Parenting (COSP™), taught strategies to support children's social-emotional development.
- Partnerships with local schools and Head Start centers to provide trainings and information.



5,018
families served directly



5,714
children served directly



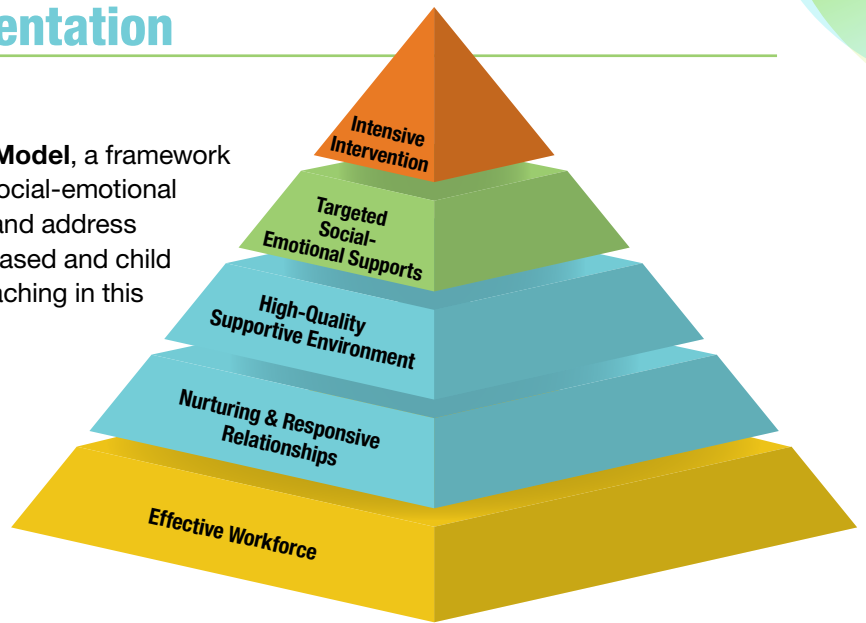
"I am more patient than I was before. I have so many tools to use with any child, not just major behaviors. I'm also so much more confident in my abilities which then makes caring for the children and knowing their needs so much easier."

A provider reflects on what she has learned

Pyramid Model Implementation

All RiR communities support **The Pyramid Model**, a framework of evidence-based practices that promote social-emotional competence in young children and prevent and address challenging behaviors. Participating home-based and child care centers receive training and regular coaching in this three year implementation.

In 2021 **49 coaches** supported **286 center and home-based** providers in **152 programs** impacting over **2,700 children**



About the Children

In 2021, RiR Pyramid Model programs served over **2,700 children**.

81% were in center-based programs and **19%** were in home-based programs.

15% qualified for a state child care subsidy, based on an annual income up to \$40,188 for a family of 3 (Nebraska Department of Health and Human Services, 2021).

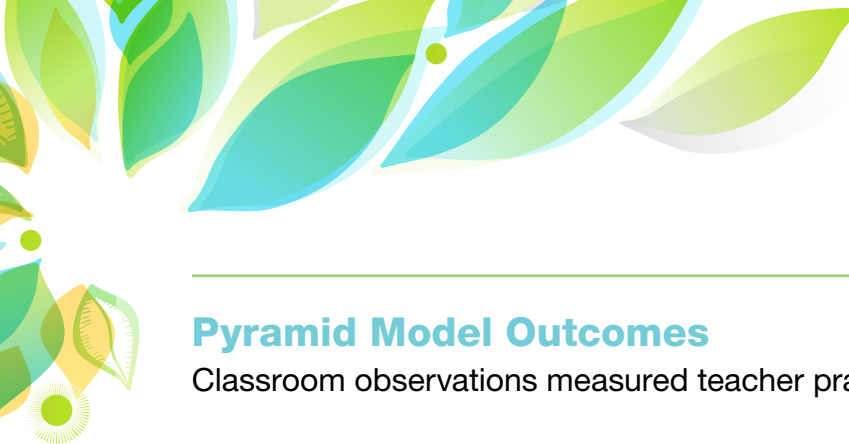
10% spoke a primary language other than English.

53% were male and **47%** were female.

RiR has “helped me learn new strategies to help my children with their social emotional needs, and it has been a good reminder of things I need to work on to improve as a teacher.”

A provider reflects on her learning

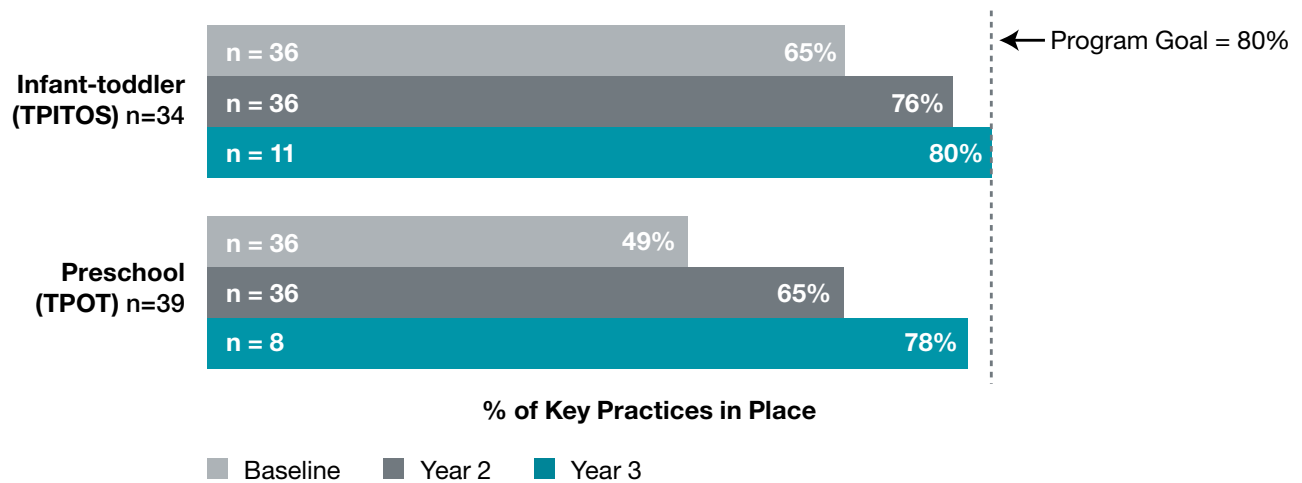




Pyramid Model Outcomes

Classroom observations measured teacher practices in using the Pyramid Model.

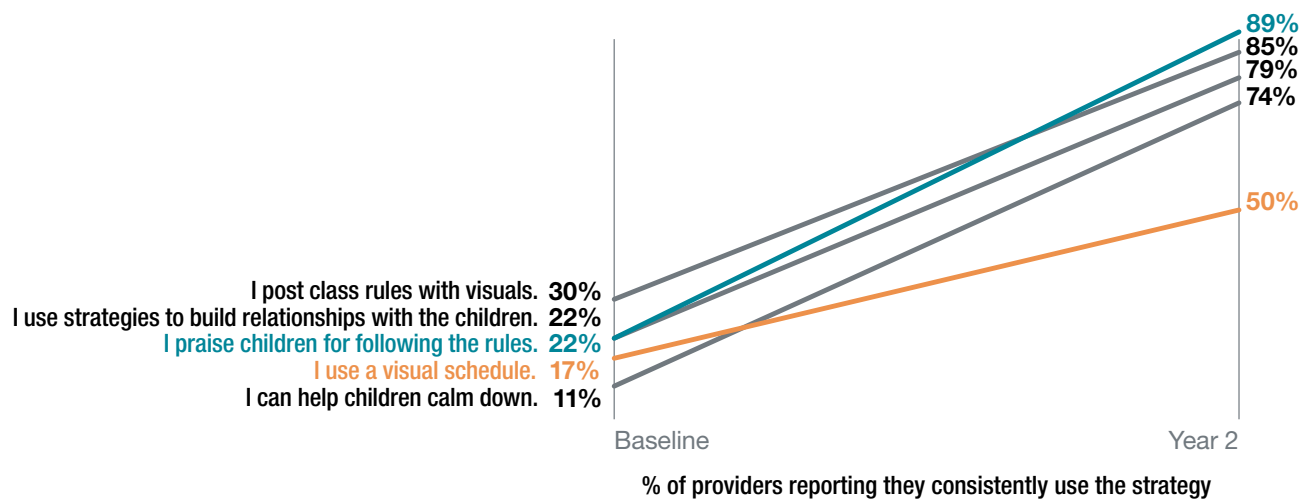
On average, classrooms increased fidelity to the Pyramid Model over time. Infant-toddler providers met the program goal in Year 3. Preschool classrooms came close.



Providers in Year 2 of RiR rated their Pyramid Model skills over time.

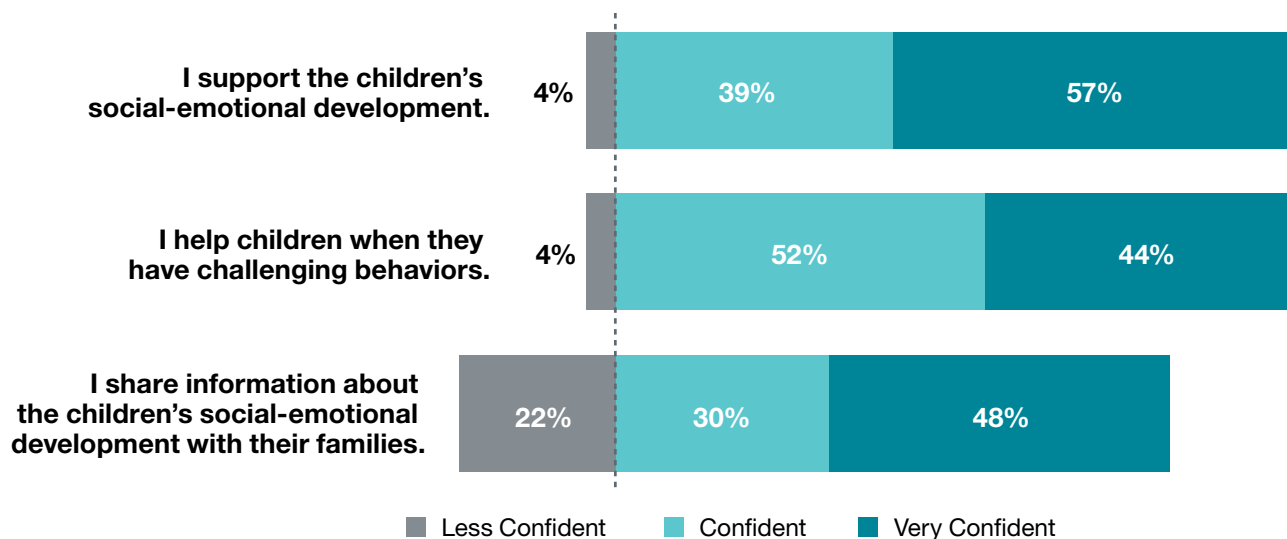
89% of providers report that they consistently praise children for following class rules by Year 2. n=27

Half of the providers report using a visual schedule.



After 3 years in RiR providers rated their children's social-emotional skills.

Providers find that the children in their care have strong social-emotional skills. n=23



Home based providers completed the Benchmarks of Quality to rate their use of Pyramid Model practices.

- At baseline, **36% met the goal** for fidelity of the implementation.
- After Year 2 in RiR, **73% met the goal**.
- By Year 3, **91% met the goal**.

“My coach checked in frequently and listened to me even just to vent about the new challenges I was facing at school. She was very supportive and offered to help the best she could.”

“My coach has great ideas and strategies that help with each individual child I am struggling with!”

Providers reflect on coaching





“The Pyramid Model definitely helped me to learn more about how to support the preschoolers in my classroom with their social-emotional development. It helped to provide me with ideas and tools that could be implemented immediately. I have been teaching for 9 years. The more I teach, the more it seems that children need support in dealing with social-emotional issues. The Pyramid Model helped me know how to help each individual child, whether it is sharing or helping to navigate challenging behaviors. I feel so much more capable as a preschool teacher after going through the Pyramid Model!”

A Year 3 provider reflects on RiR



www.rootedinrelationships.org

Funding for this initiative is provided by the Buffett Early Childhood Fund (beginning in 2013), Nurturing Healthy Behaviors funding through a grant award to Nebraska Children (NC) following a state funding appropriation to the Nebraska Department of Education (NDE) in 2014 and Nurturing Healthy Behaviors Child Care Development Funds (CCDF) in 2019. Additional funding to support the initiative work has been provided through the Preschool Development Grant (beginning in 2020) and NDE Special Education American Rescue Plan Funds in 2021.

Executive Summary prepared by
Amanda Prokasky, Ph.D. & Rosie Zweiback, M.A.
The University of Nebraska Medical Center's
Munroe-Meyer Institute: A University Center of
Excellence for Developmental Disabilities

