RIR embraces a systems approach to enhance the social-emotional development of Nebraska’s young children.

Rooted in Relationships (RIR) 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 child care homes and child care centers. In addition, each community establishes a multi-disciplinary stakeholder team charged with developing and implementing a long-range plan to influence the early childhood systems of care in the community and support the healthy social-emotional development of children. RIR currently supports ten communities inclusive of planning, implementation and expansion: Buffalo, Dakota, Dawson, Dodge, Hall, Jefferson, Keith, Lancaster and Saline Counties as well as counties in the Panhandle.

Supporting Community Early Childhood Systems of Care

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

- Parent engagement activities, such as Parents Interacting with Infants (PIWI) and Parent Child Interaction Therapy (PCIT)
- Public awareness activities about children’s social-emotional needs, the Pyramid and community systems work
- Promoting the importance of high-quality child care
- Planning and implementation of Circle of Security™-Parenting (COS-P)

Circle of Security™-Parenting (COS-P) was successfully implemented in six of the ten communities.

Participants’ parenting skills improved significantly* after participation in COS-P.

Circle of Security™-Parenting (COS-P) is an 8-week parenting program based on years of research about how to build a strong parent-child relationship. It is designed to help parents learn how to respond to their child’s needs in a way that enhances the attachment between parent and child. This year there were 115 participants across 17 COS-P classes.

Most of the participants met the program goal in adopting positive parent-child interactions and positive parent-child relationships. Parenting stress was lowered by the end of the COS-P session.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Parent-Child Relationships</td>
<td></td>
<td>66%</td>
<td>93%</td>
</tr>
<tr>
<td>Positive Parent-Child Interactions</td>
<td></td>
<td>34%</td>
<td>92%</td>
</tr>
<tr>
<td>Low Stress Related to Parenting</td>
<td></td>
<td>47%</td>
<td>85%</td>
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*Significance at the <.001 level, two-tailed test.

COS-P has “taught me how to be a better parent and I’m able to apply what I’ve learned in relationships with my parents, partners, and even at work.”

A parent evaluates COS-P
The Pyramid Model is a framework of evidence-based practices that promote social-emotional competence in young children and prevent and address challenging behaviors. The model is designed as a promotion, prevention, and intervention framework built on the foundation of a high quality workforce. The three tiers of the Pyramid Model include:

1. Nurturing and responsive relationships and high quality learning environments;
2. The intentional teaching of social-emotional competencies such as play skills and emotional regulation;
3. Individualized interventions for children who need additional supports such as a positive behavior support plan.

**Pyramid Model Implementation**

Coaching made a difference.

To measure the center-based classroom outcomes, outside evaluators completed observations using the Teaching Pyramid Observation Tool Research Edition (TPOT R) for preschool rooms and the Teaching Pyramid Infant/Toddler Observation Scale Revised (TPITOS R) for infant or toddler rooms. The Key Practices scale measures teacher-student relationships and preventative strategies such as structuring transitions.

On average, infant-toddler classrooms met the program goal after one year in the program. Preschool rooms met the goal by year 3.

The observation tools measure Red Flags which include negative practices such as chaotic transitions and harsh voice tone. The goal is for classrooms to have zero Red Flag practices.

The number of classrooms without Red Flags increased over time.

By Year 3, all infant-toddler and 80% of preschool classrooms met the program goal of having no Red Flags.

**IN 2017:**

27 coaches supported 147 providers in 77 programs impacting over 1,200 children

56% of programs were center-based 44% were home-based
Home-based providers increased their fidelity to the Pyramid Model each year and, on average, reached fidelity in every area after two years in RIR.

Providers' skills improved.
Providers reported a significant* increase in their skills after RIR Pyramid coaching.

*significance at the <.001 level, two-tailed test.
Statewide System of Care Efforts

RIR is building statewide capacity to support early childhood systems of care.

- RIR established cross-agency partnerships to align activities that build statewide capacity to support young children and their families.

- RIR increased the state’s capacity to implement evidence-based practices, including creating infrastructure supports, reflective consultation, facilitator networking, and evaluation to support statewide implementation of Circle of Security™-Parenting.

- RIR has assisted in chartering a Coach Collaboration Team to develop sustainable cross-system early childhood professional development in Nebraska.

- RIR continues to collaborate with multiple agencies to provide training and consultations for mental health providers to implement Child Parent Psychotherapy.

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

Funding for this project is a partnership between the Buffett Early Childhood fund (beginning in 2013) and Nurturing Healthy Behaviors funding made available through a grant award to Nebraska Children (NC) following a state funding appropriation to the Nebraska Department of Education (NDE) in 2014.