





**N** NEBRASKA CENTER FOR RESEARCH ON CHILDREN, YOUTH, FAMILIES & SCHOOLS

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## NDE Big Picture




**RDA Refresher...**

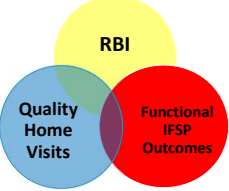

**Phase I:** Analyze statewide data. Select 1 or more improvement strategies to improve one federal child or family outcome

**Phase II:** Develop training plan; develop infrastructure; begin training

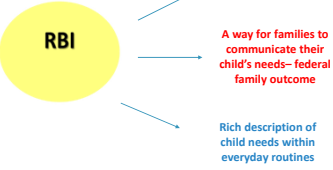
**Phase III:** Conduct evaluation processes; revise plan as needed; track progress




### Nebraska Identified 3 Improvement Strategies: Routines-Based Early Intervention


### What are we expecting from the RBI?




- Increase in number and "functionality" of child outcomes
- A way for families to communicate their child's needs— federal family outcome
- Rich description of child needs within everyday routines



### What are we expecting from outcomes written from an RBI?



- Family will be able to measure progress & determine when outcomes are achieved.
- Increase the quality of IFSPs AND quality of RBI's – ensures that information gathered promotes meaningful outcomes within routines.
- True "family-driven" IFSPs which come from THEIR priorities.



### What are we expecting from quality home visits?



- Home visits are routines-based and guided by the IFSP
- Providers and services coordinators promote family engagement during home visits
- Providers facilitate parent child interaction during routines



## How will we know..... Evaluating Implementation

1. **RBI**
  - Collection of RBI Implementation checklists documenting initial and on-going fidelity
  - IFSP's with 6-12 child and family outcomes
  - Parent survey responses following RBI Boot Camp
2. **Functional Child & Family Outcomes**
  - Analysis and scoring of 20% IFSPs written annually using a quality outcome checklist compared to baseline data prior to RBI/Functional outcome training
3. **Routines-Based Home Visits**
  - Home Visit Training to include implementation checklist



## How will we know..... Evaluating Impact

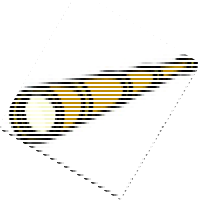
**IMPACT**

- Statewide **Child Outcome data** demonstrating improved scores for the child outcomes, AND
- Statewide **Family Survey data** demonstrating improved family satisfaction.



## So....what's today's focus.....

**HOME VISITS**



## Quality Home Visit Practices-The Research

### Quality home visit practices:

- (1) promote children's development through strengthening parenting confidence and competence (Klass, 2010; Roggman et al, 2012) and
- (2) focus on parent-child interactions (Korfmacher, 2008; Wask and Bryant, 2011).

### KEY Home Visit Practices include:

- ✓ Home visitor relationship with family and responsiveness to family
- ✓ Parent and child engagement during home visits
- ✓ Home visitor collaboration with family
- ✓ Facilitation of parent-child interactions through observation of and emphasis on parent-child interactions

## Nebraska's Home Visits...

We took a "slice" in the spring of 2016.....The Home Visit Rating Scales-Adaptive and Extended (HOVRS-A+v.2.1) was used to assess the quality of home visit practices evidenced by the home visitor.

### Results indicated:

**Strength** in professional relationship with the family, but a need for training to address:

- (1) Active engagement of parent and child in everyday activities during home visits, and
- (2) Promoting parent-child interaction during and between home visits.



## Getting Ready Approach

Strategies to Promote Parent Engagement

Enhancing Relationships + Strengthening Partnerships

Contexts

Unstructured/Informal Interactions  
(e.g. email, text, phone calls)

Structured/Formal Interactions  
(e.g. home visits, parent-teacher conferences)

## Overview of Training Modules

- Module 1: Background on *Getting Ready* Intervention
- Module 2: Dynamic Parent-Child Interactions
- Module 3: Parent-Professional Partnerships
- Module 4/5: Collaborative Interactions

# MODULE 1

Getting Ready was supported by a grant awarded to Drs. Susan Sheridan, Lisa Knoche and Carolyn Pope Edwards by the Department of Health and Human Services (DHHS) – National Institute of Child Health and Human Development (NICHD), Administration for Children and Families (ACF) and Office of the Assistant Secretary for Planning and Evaluation (ASPE); and the Department of Education (ED) – Office of Special Education and Rehabilitative Services and the Institute for Education Sciences. The opinions expressed herein are those of the investigators and do not reflect the funding agencies (Grant #1R01HD043613; Grant #R324A120153). Appreciation is extended to the early childhood practitioners, coaches, researchers, and students who provided their time and insight to this project.

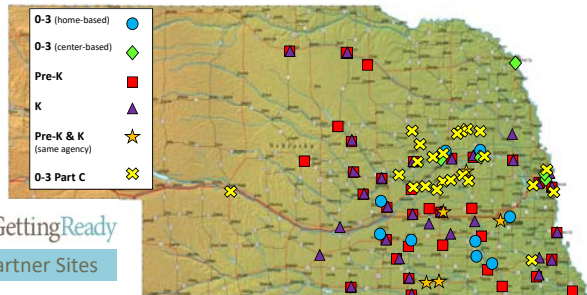


## Goal of *Getting Ready* Intervention



Promoting children's learning and development by strengthening relationships and building competencies among families and professionals.

## History of *Getting Ready* Intervention Projects



## Targeted Outcomes of *Getting Ready* Intervention

1. Enhancement of children's early development
2. Promotion of positive, constructive parent-professional partnerships and parent competencies
3. Development of supportive parent-child relationships

### Past *Getting Ready* Projects Outcome #1: *Enhance Child Development*

- Children demonstrated enhanced social-emotional skills and reduced levels of anxiety and withdrawal.
- Children had greater gains in early reading scores, writing scores, and language use.

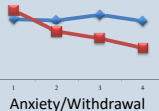


### Social-Emotional Skills

Children in *Getting Ready* intervention group showed greater gains in ATTACHMENT with other adults and INITIATIVE than children who did not participate in *Getting Ready*.

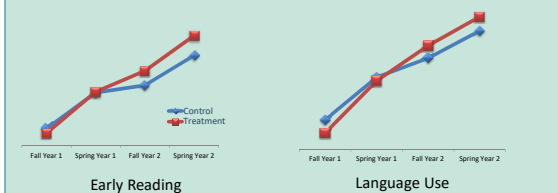


Children in *Getting Ready* intervention group showed greater decreases in ANXIETY/WITHDRAWAL than children who did not participate in *Getting Ready*.



### Early Language and Literacy

Children in *Getting Ready* intervention group showed greater gains in EARLY READING and LANGUAGE USE than children who did not participate in *Getting Ready*.



### Past *Getting Ready* Projects

#### Outcome #2: *Promote Constructive Parent-Professional Partnerships*

Working constructively with parents to strengthen children's learning and parent-child relationships



### Past *Getting Ready* Projects

#### Outcome #3: *Develop Supportive Parent-Child Relationships*

- Parental warmth and sensitivity
- Support for a child's emerging autonomy
- Active and meaningful participation in learning and literacy



### Parents who participated in *Getting Ready* interventions demonstrated:



**More high-quality, warm and sensitive** interactions with their children.

**More skills for supporting their children's autonomy** by being sensitive to the types of goals they set for their children.

**More fitting supports for their children's learning**, including appropriate teaching behaviors, verbal interactions and responsiveness.

**More appropriate guidance and directives for their children** that were well-matched to the children's developmental level, interest and needs.

*You will...*

- Learn strategies and tools to enhance your skills for listening, learning, collaborating and “partnering” with parents.
- Have the support of a coach to enhance your home visitation skills.

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What does this *Getting Ready* approach look like in practice?



Video Source: NDE Part C Home Visits

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What do professionals say about the *Getting Ready* approach?



Video Source: Getting Ready

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*Getting Ready - NDE*



Home-Based  
Part C Services

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