



Rooted in Relationships Executive Summary 2022

Initiative Overview

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.

System Priorities for RiR Community Stakeholder Teams

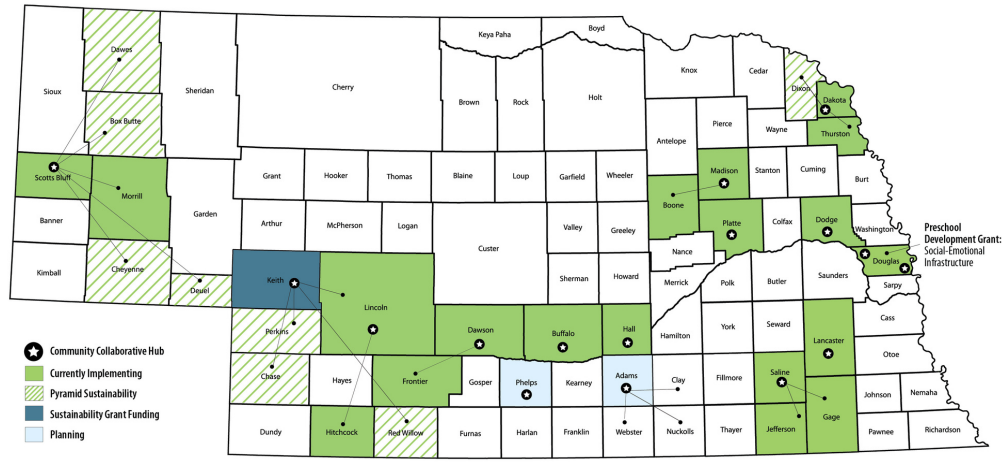
- Social media campaigns
- Hosting family fun nights and events
- Parenting classes, such as Parent Pyramid Module Trainings and Circle of Security
- Partnerships with local schools to provide trainings

26,000 families were reached by community-level strategies in 2022

BUILDING STATEWIDE CAPACITY

To support early childhood systems of care, RiR partners with stakeholders across the state to build infrastructure and capacity. Such partnerships and practices include the Nebraska Child Care Referral Network, UNL's Nebraska Resource Project for Vulnerable Young Children (Child Parent Psychotherapy, Early Childhood Mental Health Community of Practice, Parent-Child Interaction Therapy), Nebraska Center on Reflective Practice, Nebraska Association for Infant Mental Health, Communities for Kids, Circle of Security, Parents Interacting With Infants, Pyramid State Leadership Team and coach collaboration teams.

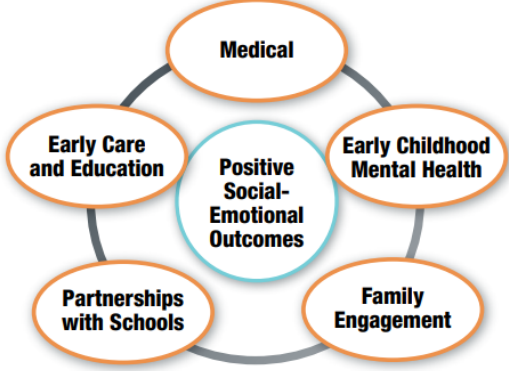
Rooted in Relationships Growth Map (Current)



Last update: 3/29/23

ABOUT THE PYRAMID MODEL

For those implementing the Pyramid Model, in 2022 RiR supported:



45

Early childhood coaches

302

Providers and Directors

143

Early childhood programs

System Priorities for RiR Community Stakeholder Teams

Pyramid Model Outcomes

About the children

1 In 2022, RiR Pyramid Model served over 2,717 children. Of children with reported demographic data, 59.4% were of preschool age, 14.8% qualified for a state child care subsidy. 12.5% spoke a primary language other than English and 67.7% identified as Caucasian.

About the providers and directors

2 The majority of providers had 3-5 years of experience (25.2%). A total of 17.6% of center providers and 41.9% of center directors reported having a Bachelor's degree or higher.

About the coaches

3 Across the state, 45 coaches worked closely with providers to implement the Pyramid model. Each county had one to six coaches including a lead coach. Coaches had expertise in early childhood development education and some were mental health providers.



CENTER-BASED OUTCOMES

Center-based classrooms receive Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) observations three times during Pyramid implementation. Key practices in place increased over the 3-year implementation. The following describes findings for the 2019-2022 cohort.

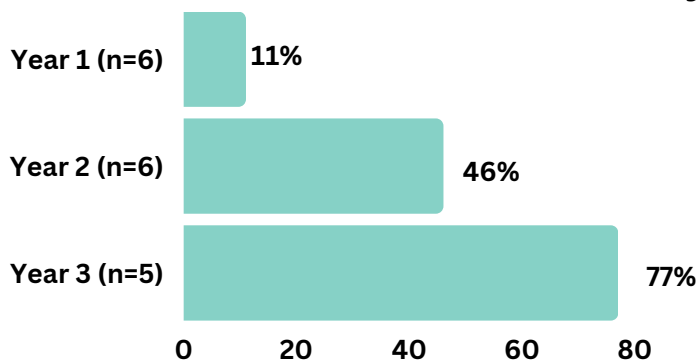
% of Key Practices in Place*



100%
of infant-toddler classroom practices received no "red flags" by Year 3. 99.4% of preschool classroom practices received no "red flags" by Year 3

To measure the fidelity of the implementation, programs that were implementing the Pyramid model center-wide* completed the Benchmarks of Quality, version 2 (BOQ v.2). The BOQ v.2 results report the percentage of Pyramid practices that are "in place," "partially in place," and "not in place." The goal is to have 75% of practices in place.

BOQ v.2 Overall Fidelity

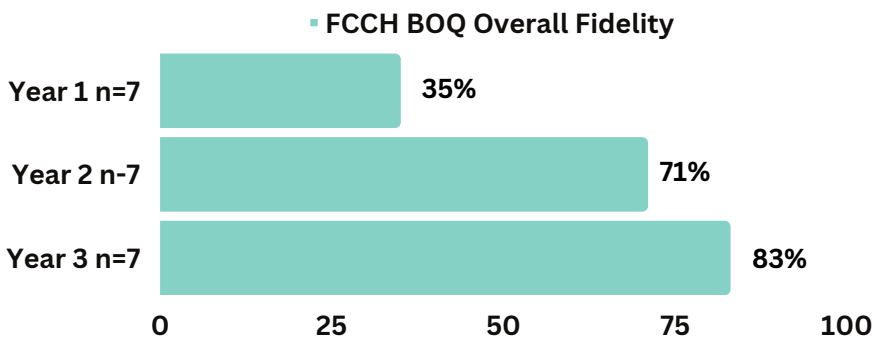


77%
By Year 3, centers that were implementing Pyramid center-wide achieved fidelity to the BOQ v.2

*The reduction in TPITOS observations from 9 to 7 is due to 1 provider switching from a preschool to toddler-age classroom and 1 provider having scheduling issues. The reduction in TPOT observations from 17 to 14 is due to 1 provider switching from a preschool to toddler-age classroom; 1 provider transitioning into a director role and 1 provider transitioning to a home-based program.

Provider Outcomes

HOME-BASED PROVIDER OUTCOMES ▼



83%

By Year 3, home-based providers achieved fidelity for the Family Child Care Home (FCCH) BOQ.



"I love to give kids the tools they can use to show affection and give them the opportunities to play with other children...I love to give them the words to use so they can be confident and secure."

-Year 1 Provider

"Rooted opened my eyes to being more open to the children's social-emotional development, and it's helped me figure out how to handle it."

-Year 2 Provider

Overall Provider Outcomes

After Year 2:

- 94% of providers (n=46) felt they had strategies to meet diverse needs of children after coaching.
- 95% of providers (n=46) felt they could help a child to calm down when upset after coaching.

After Year 3:

- 94% of providers (n=44) reported interactions between children in their care were often or almost always positive.

PYRAMID MODEL COACHING SESSIONS ▼

In 2022, coaches logged 2,743 in-person visits. Most sessions focused on tier 1 strategies and 12% focused on strategies for responding to challenging behaviors.

Tier Three: Individualized Interventions

Communicating with families: 19%
Responding to challenging behaviors: 12%

Tier Two: Teaching Social-Emotional Skills

Teaching Social-Emotional Competencies: 35%
Teaching Friendship Skills: 22%

Tier One: High-Quality Environment

Creating a Caring Environment: 44%
Promoting Child Engagement: 35%

Tier One: Building Relationships

Building relationships w/ children: 20%
Using Praise and Reinforcement: 22%

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