

Implementing Evidence Based Practices Sustainably

A Case Study from Rural Head Start Systems

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**COLLABORATIVE RESEARCH
INITIATIVE**

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Presentation Objectives

1. Describe key challenges facing implementation of an EBP in under-resourced rural Head Starts.
2. Identify strategies developed to achieve a sustainable EBP implementation.
3. Discuss initial impacts developing a sustainable EBP has had on early childhood educators' abilities and efficacy.

Outline

- Context of Implementation
- Conscious Discipline[®] Intervention
- Strategies toward Sustainable Implementation
- Initial Impacts of Intervention

Rural Mental Health Review

- Higher levels of depression, suicide, domestic violence, & child abuse/neglect than urban areas
(Cellucci & Vik, 2001; Peek-Asa, et al., 2011; Probst et al., 2006; & Fontanella et al., 2015)
- All counties participating in this intervention are designated Mental Health Provider Shortage Areas
(“HPSA Find Results”, 2016)

Rural Mental Health Overview

- 25% of rural children compared to 21% of urban children live in poverty. Rates of poverty are higher among minority rural residents.

(ERS, 2014)

- Rural women unique impacts on mental health: increased risk for abuse, increased isolation, economic instability, lack of childcare support.

(Smalley et. al, 2010)

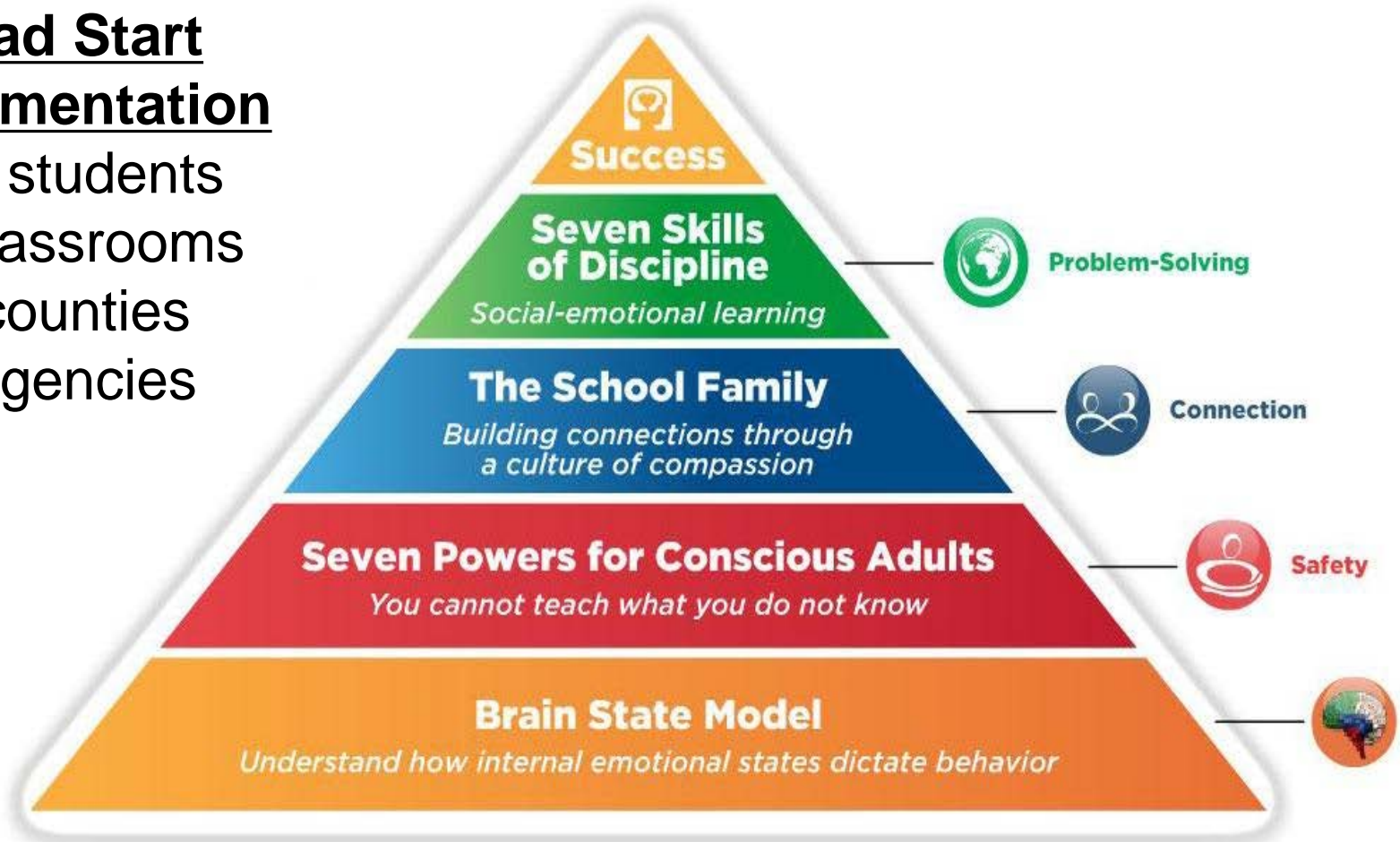
Rural Mental Health Overview

- Children in rural areas have a slightly higher prevalence of mental health problems and a greater proportion of them have behavioral difficulty.
(Lendardson et al., 2010)
- Children in rural areas are 20% less likely to have a mental health visit than urban children.
(Lambert et al., 2008)
- Children in rural areas are less likely to receive all needed mental health care.
(Lenardson et al., 2010)

Conscious Discipline[®] Intervention

Head Start Implementation

764 students
20 classrooms
7 counties
2 agencies



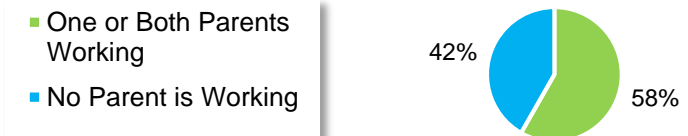
Head Start Family Background

- Many Head Start children come from challenging circumstances
- Teachers in these Head Starts perceive wariness of innovative discipline approaches among some parents

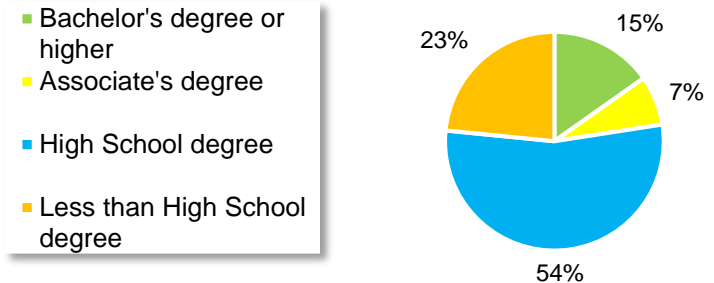
Family Structure



Parent Employment



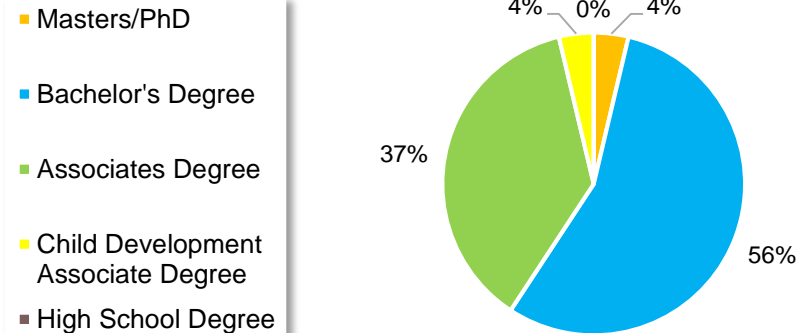
Parent Education



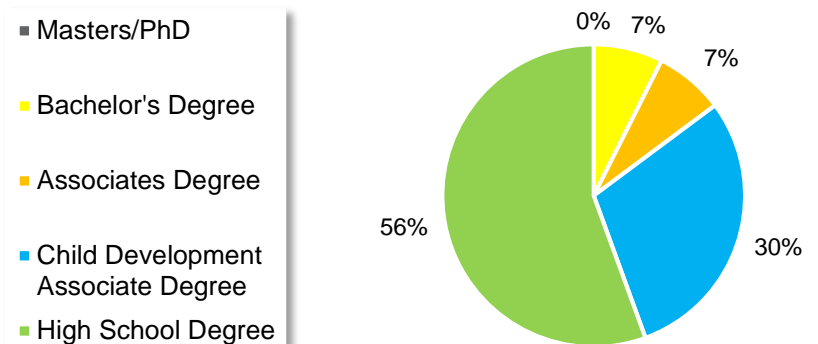
Head Start Teacher Background

- Most in-class teachers have limited classroom management training
- Head Starts face regular turnover of about 20% of their teachers
- Indiana requires less experience than most states and no licensing exam for teachers

Lead Teacher Highest Education



Teacher Assistant Highest Education



Conscious Discipline Intervention

- Week-long immersive Conscious Discipline trainings
- 1-2 day pre-service and mid-year trainings with Conscious Discipline coach
- Individualized, in-class Conscious Discipline coaching twice a year
- In-class manuals and materials

Evaluation Plan

Classroom Implementation

Assessed level of implementation and fidelity to model using:

- Conscious Discipline® Rubric Assessments
- CLASS™ Scores

Teacher Outcomes

Improved teacher capacity & self-efficacy to meet the needs of students using:

- Head Start Teacher Survey
- Semi-structured Interviews

Child Outcomes

Improved use of self-regulation skills & pro-social behavior using:

- Demographic Data
- Teaching Strategies GOLD – Social Emotional Domain Scores

Sustainability: Tying Intervention to Daily Requirements

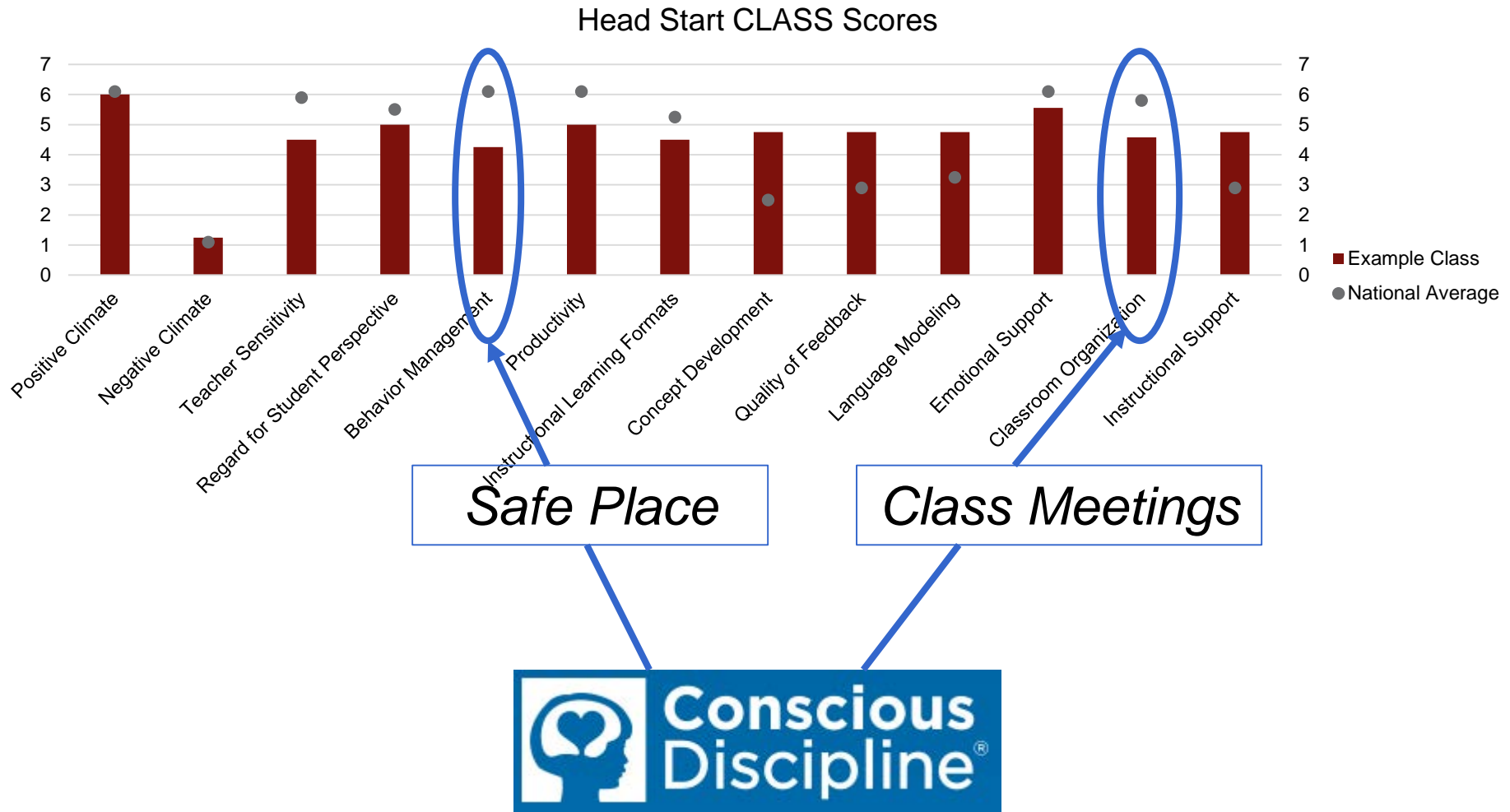
Greeting Time: <i>Skunk Greeting!</i>			Message Board: <i>Wish Well Board</i>					
Small Group Time:			Small Group Time:			Small Group Time:		
Back up material:			Back up Material:			Back up Material:		
Earlier	Middle	Later	Earlier	Middle	Later	Earlier	Middle	Later
Planning Time:			Planning Time:			Planning Time:		
Work Time:								
Clean up:								
Recall Time:			Recall Time:			Recall Time:		
Large Group Time: <i>Class Meeting</i>			Music and Movement: <i>Connecting Songs</i>					
Outside Time:			Gross Motor Activity:					
Mealtime:								
To Remember:			Parent Messages:					

Sustainability: Linking Evaluation Efforts to Teacher Training

School Family Components		1: Absent Little or no implementation	2: Minimal Partial development or implementation	3: Good General development and mostly functional implementation	4: Excellent Fully functional development and implementation
Structures	Safe Place	1	2	3	4
	Meaningful Jobs	1	2	3	4
	Friends and Family Board	1	2	3	4
	Ways to be Helpful	1	2	3	4
	Time Machine	1	2	3	4
	Picture Rule Cards	1	2	3	4
	Celebration Center	1	2	3	4
	We Care Center	1	2	3	4

- Administrators have been trained to observe and evaluate teachers on the intervention's implementation
- Scores are passed to the evaluation team for cross-system analysis
- Analyses are sent back and administrators plan trainings around results

Sustainability: Tying Intervention to Assessment Scores

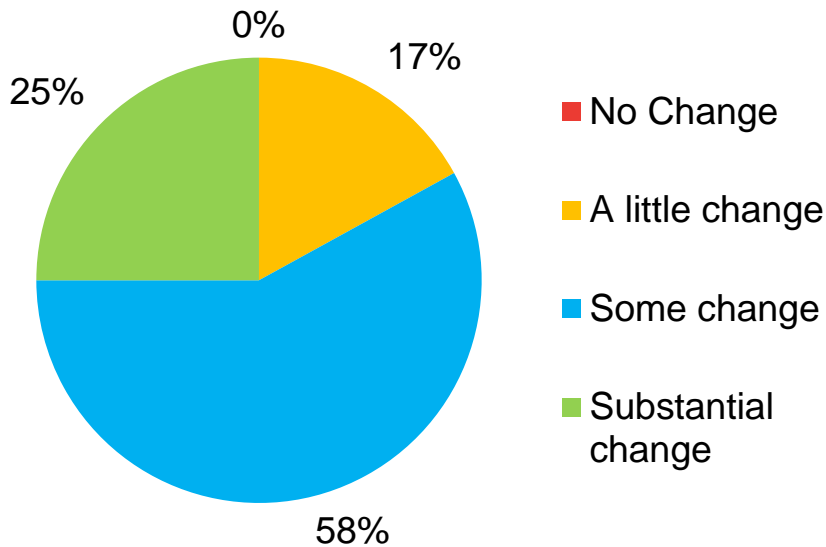


Sustainability: Collaboration

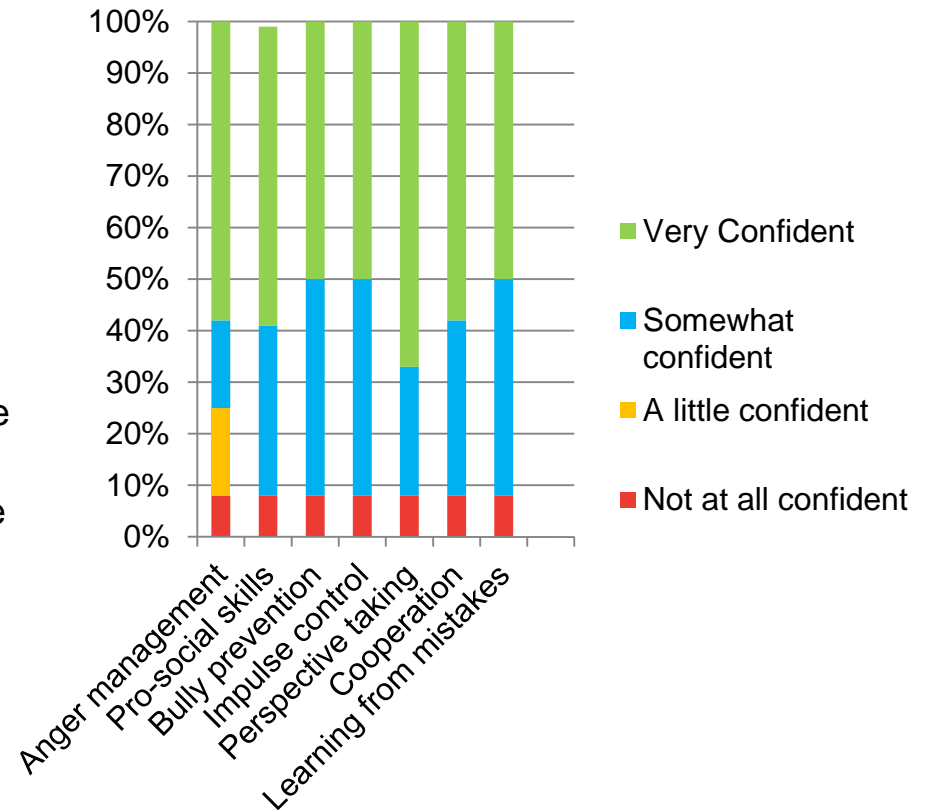
- Project LAUNCH aimed to create a network of organizations focused on children's mental health and social-emotional wellness
 - Shift from competition → collaboration
 - Pooled resources
 - Conducted cross-over external observations/ratings
 - Relationship development
 - Fostered comprehensive discussion of findings
 - Created more opportunities for funding

Initial Impacts: Teacher Self-Efficacy

Growth in Understanding of Child's Social Emotional Learning



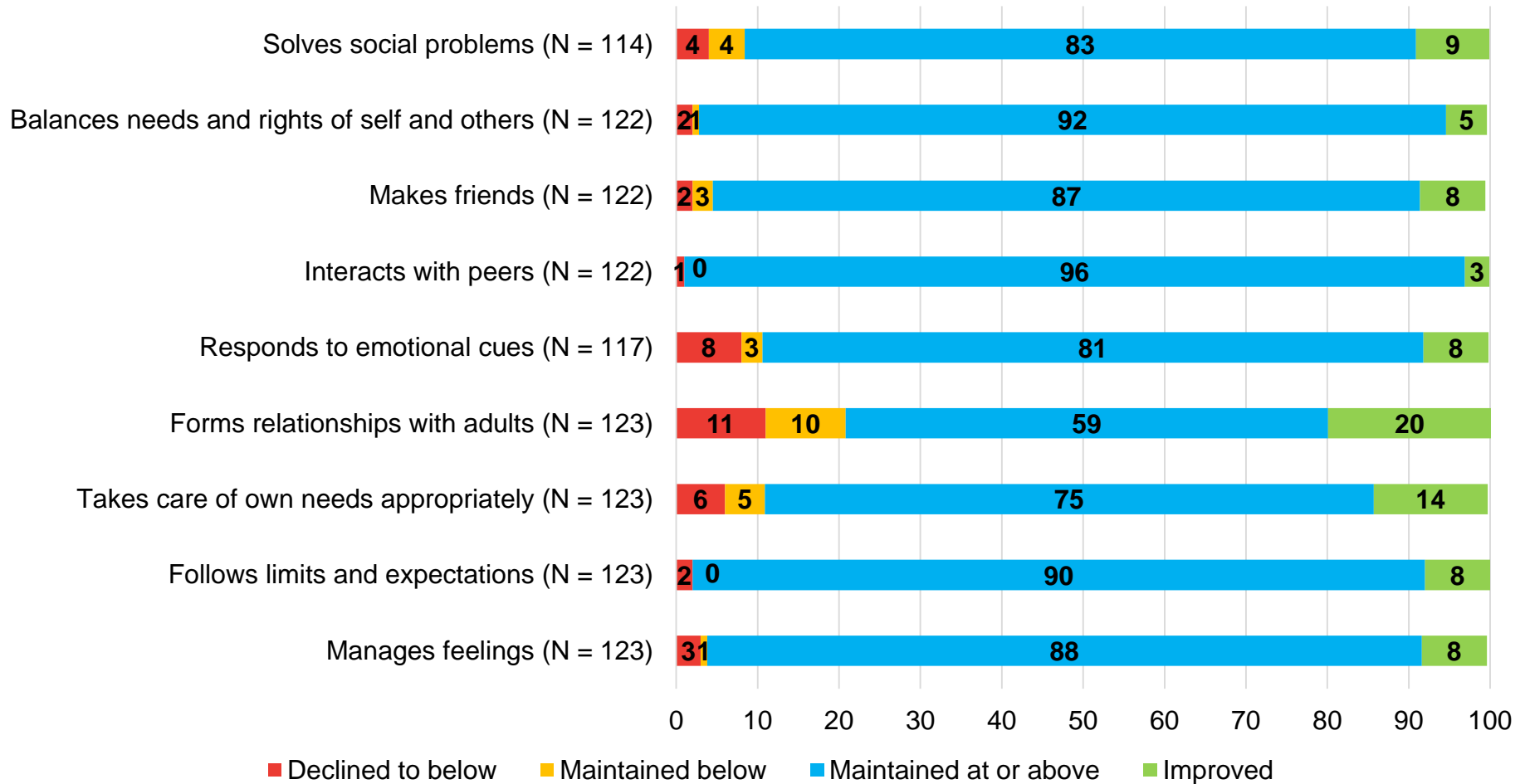
Confidence in Modeling Behaviors



Initial Impacts: Teacher Self-Efficacy

- *“Conscious Discipline gave me ideas to bring into the classroom...and we can be creative with them.”*
- *“I go from a fixer to a teacher in that Conscious Discipline...guiding them through [conflict] instead of fixing that for them.”*
- *“Conscious Discipline gave us good ways to interact with the parents...a wide variety, portfolio of ideas to use with parents.”*
- *“I don’t go home with tremors or headaches anymore. It’s kind of a calmer end of the day, I’m even kind of feeling a calmer mood.”*

Initial Impacts: Child Development Between Baseline and End of 1st Year



Initial Impacts: Child Development from Teachers' Perspective

- *“My kids did not have security and routine at their homes. So when they come here they know exactly what to expect, what came next...so they have that security and know ‘OK, this is what is happening to me today.’”*
- *“I've seen several students go from complete resistance and having significant behavioral issues like running out of the room, beating on other kids, calling us wonderful favorable language to recognizing that they're starting to get upset or they're starting to get frustrated. And, actually taking that self-regulation.”*

Initial Impacts: Developed Internal Capacity

- Both Head Starts have invested in particular individuals to become their own Conscious Discipline[®] instructors:
 - One identified a particularly successful teacher to train, coach, and model for other teachers
 - One developed a mental health coordinator to develop further proficiency in coaching and training teachers

Initial Impacts: Developed Internal Capacity

- Administrators have grown in ability to evaluate and analyze their programs
 - In Year 1, administrators would pass along required implementation data not sure of its purpose
 - In Year 3, administrators would evaluate their own implementation data for their own purposes

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