ASaP CONTINUUM PROJECT
ACCESS, SUPPORTS AND PARTICIPATION

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Gina (ASaP Project Coach)

Funded by Alberta Human Services
The ASaP Continuum Project

**Vision**
Early Childhood communities nurture and embrace all children and families.

**Mission**
By providing early learning and care programs access to the right supports, at the right time, ASaP builds upon the skills, knowledge and confidence of educators to ensure the meaningful participation and inclusion of all children.
Objectives

1. Learn about ASaP’s stages of implementation
2. Explore the evidence-based Pyramid Model
3. Review implementation data and lessons learned from our three-year learning journey.
Implementation Science - Stages

- **Exploration** Assess needs, capacity and fit
- **Installation** Development of supports and infrastructure
- **Initial Implementation** Service initiated, data decision drivers and continuous improvement
- **Full Implementation** - Skilled Implementation/system changes, sustainability and outcomes
Exploration

**Why GRIT**
- GRIT - A leader in early childhood supporting full inclusion in home, community and kindergarten
- Serves 84 children accessing Program Unit Funding (and specialized services, FSCD)

**Foundational Documents**
- Alberta Inclusive Child Care Project (2011)
How are the Children Doing...

Children experiencing great difficulty in one or more and two or more areas of development:

- Edmonton: 32.7% (17.2%)
- Alberta: 28.9% (14.7%)
- *Canada: 25.4% (12.4%)

*Updated Norm II: This is the national norm for Canadian children

Only 46% of children in Edmonton are developing appropriately in all five areas.

Source: ECMap Early Development Instrument, baseline results, April 2014
How is Alberta’s Workforce?

Alberta Inclusive Child Care Project (Wiart et al, 2011)

- **Navigation/access** to resources cited as greatest challenge for parents/providers.

- 43% of centers **unsuccessful** in receiving services when requested.

- 57% of centers **do not require** staff to commit to ongoing education or training.

- 36% of centers **unable to accept children** with special needs (skills/confidence).

- 20% of centers **requested parents withdraw a child** (i.e. behavior).
What Albertans Know About Child Development (ACCFCR, 2008)

- 45% answered half of cognitive development questions correctly
- 30% answered half of physical development questions correctly
- 7% answered half of social development questions correctly
- 2% answered half of emotional development questions correctly

* Nearly 50% were parents, 25% were grandparents
The Pyramid Model: Promoting Social and Emotional Competence

The Center for Social and Emotional Foundations for Early Learning
http://csefel.vanderbilt.edu/
Universal Interventions: For All Children

- Responsive, respectful, consistent, and nurturing relationships.

- Create an environment that nurtures every child’s belonging and participation.
Targeted Supports: For Some Children

- Peer Interaction and friendship skills
- Emotional Literacy
- Problem-Solving Skills
Individualized Supports: for few children

- Family involvement
- Positive behavior support
- Skill-building
What are some shared themes with the Pyramid Model and other models you have explored at this conference?

What are some major differences between the Pyramid Model and other models you may have explored?
Installation

Training

Coaching

Monitoring

Navigation

Evaluation
Training

- CSEFEL training and ongoing support

- Alignment with *Play, Participation & Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta*

- Alberta research (ECMap, Alberta Family Wellness Initiative, Muttart Foundation)
## Coaching Impact

Joyce and Showers, 2002

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>OUTCOMES</th>
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<tr>
<td></td>
<td>% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom</td>
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<tr>
<td>Knowledge</td>
<td>Skill Demonstration</td>
</tr>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
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<tr>
<td>..+ Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
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<tr>
<td>...+ Coaching in Classroom</td>
<td>95%</td>
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Monitoring

Teaching Pyramid Observation Tool (TPOT):

- 120 professional practices
- Reciprocal adult and child relationships
- Intentional teaching of social and emotional skills
- Responding to challenging behaviour

(Shonkoff, 2000; Gibb, 2012)
Centre staff or AsaP coach identify a concern regarding child’s development.

*Fill out child profile form

Coach to gather screening information about child’s development from centre staff using approved checklist or observational information.

Centre staff begin discussion with family and get information about home setting.

*Get consent for observation

MDT member and Project Coach will monitor coaching plan and provide support to centre as needed.

Joint visit with coach and member of MDT to observe child and determine need for further assessment.

*Coach/Centre staff will debrief family and get consent for assessment if needed

If further assessment is required, MDT member will schedule with family and complete.

MDT member will share assessment information with family and coach. A plan of action will be developed including coaching plan for centre.

If still concerns, review information gathered with Project MDT member to evaluate need for more involvement.

Discuss and review child information, environment & adult teaching practices. Use Routine Based Support Guide to identify potential new strategies.

*Begin data collection

MDT member and Project Coach will begin discussion with family and get information about home setting.

*Get consent for observation

Centre staff will debrief family and get consent for observation if needed.
Evaluation

- TPOT – Pre and Post

- Social-Emotional (SE) Measures
  - Nicole Nosworthy, Ph.D student; Principal Advisors: Dr. Christina Rinaldi and Dr. Rebecca Gokiert
Initial Implementation

5 - 20 diverse early learning and care sites

- Licensed preschool, child care, family day home, private ECS, and kindergarten.

- Targeted “Site Lead” with Child Development Supervisor qualifications

- 5 hrs of coaching per month

- Research studies in capacity-building outcomes (TPOT) and coaching practices.
Percent of Site Leads Using Pyramid Model Indicators At Baseline (n=14)

Universal Indicators

- SR: 21%
- CT: 93%
- TR: 0%
- SC: 43%
- ENG: 80% or higher
- TBE: below 50%
- PD: 7%
- COM: 71%

Targeted Indicators & Intensive Interventions

- TSC: 57%
- FR: 71%
- TEE: 93%
- TPS: 0%
- INF: 43%
- SCB: below 50%
Percentage of Site Leads ≥ 20% Growth up to 12 months of coaching (n=14)

Universal Indicators

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<tr>
<td>SR</td>
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<tr>
<td>CT</td>
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<td>SC</td>
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Targeted Indicators & Intensive Interventions

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<tr>
<td>INF</td>
<td>43%</td>
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<tr>
<td>SCB</td>
<td>64%</td>
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Example of TPOT Graph

Percentage of Indicators Observed for Each TPOT Item

- Schedules, routines, and activities
- Transitions between activities are appropriate
- Teachers engage in supportive conversations with children
- Promoting children’s engagement
- Teaching children’s behavior expectations
- Teaching social skills and emotional competencies
- Providing directions
- Collaborative teaching
- Supporting friendship skills
- Teaching children to express emotions
- Teaching problem-solving
- Supporting children with persistent challenging behavior
- Communicating with families and family involvement
- Involving families in their child’s social, emotional...
- Overall

Legend:
- TPOT 1
- TPOT 2
- TPOT 3
Coaching

Targets practices/content from professional development modules

- 2 visits/month
- Professional goal setting and action plans
- Focused observation
- Debrief (out-of-ratio) for reflection and feedback
Coaching Research

- Dr. Veronica Smith and Fran Vargas, University of Alberta
  - Understand characteristics of the coaching process (what is the coach actually doing?)
  - Explore how Site Lead’s engagement in the coaching process and readiness to change may impact Pyramid Model implementation
Testimonial

“The Pyramid and The GRIT Program have given us the foundation so all staff can talk the same language, use same or similar strategies for problem solving, and someone (ASaP coach) to help evaluate their progress.

I really do not think I would still be a director today without this timely intervention... ...the stress was too much.”

Director of ELC Site in ASaP Project.
Implementation Data & Lessons Learned

What went right?

- Interrupting assessment for funding
- Strong baseline data
- Increased capacity building (skills and confidence)
- Strong commitment to framework
What was challenging?

- Turn over is inevitable
- Target on one Site Lead does not lead to sustainability
- Onsite leadership (i.e. director) is key
- Embedding diverse fields of study/philosophies
Think about a program that you are familiar with

What would be the benefits of implementing a social and emotional model?

What might be some of your challenges?
Full Implementation

- Shift from Site Lead to Program-Wide Implementation (developing capacity for internal peer coach)
- Establish criteria for site selection
- Expand beyond Edmonton, support regional teams
- Provincial advisory committee
- Increase engagement with families (ASQ 3; ASQ-SE).
“There is no one giant step that does it, it’s a lot of little steps.”

- Peter A. Cohen
Questions?


