



# **ASaP CONTINUUM PROJECT**

## **ACCESS, SUPPORTS AND PARTICIPATION**

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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**

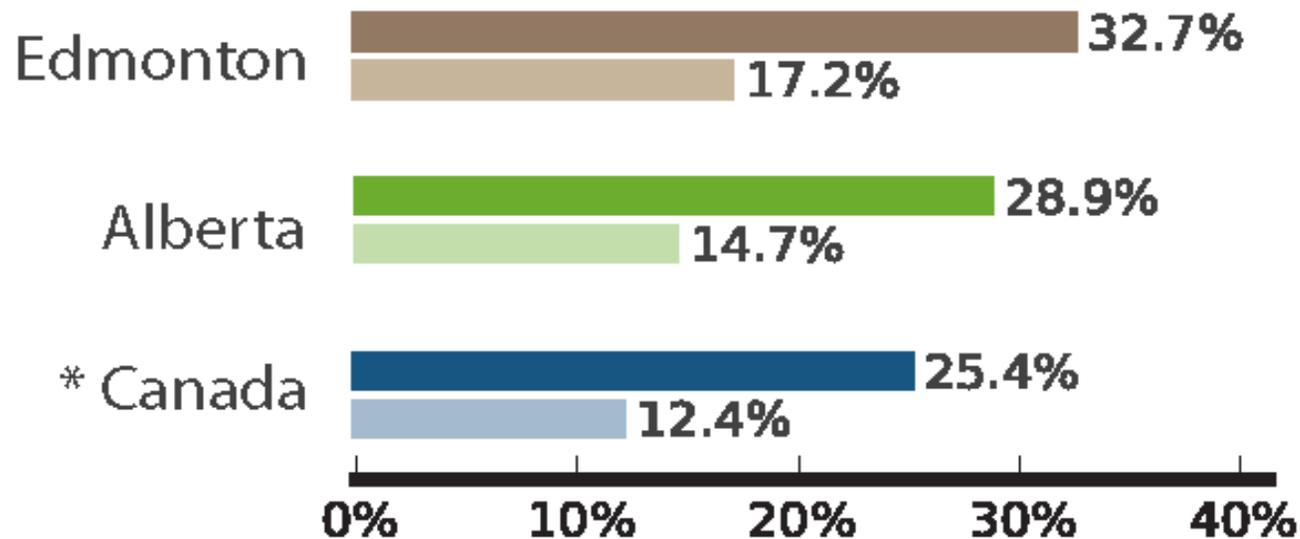
- GRIT - A leader in early childhood supporting full inclusion in home, community and kindergarten
- Serves 84 children accessing Program Unit Funding (and specialized services, FSCD)

- **Foundational Documents**

- Early Childhood Mapping Project (EDI) (2015)
- Alberta Inclusive Child Care Project (2011)
- Alberta Centre for Child, Family & Community Research Benchmark Survey (2008)

# How are the Children Doing...

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



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

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

# How is Alberta's Workforce?

*Alberta Inclusive Child Care Project (Wiant et al, 2011)*



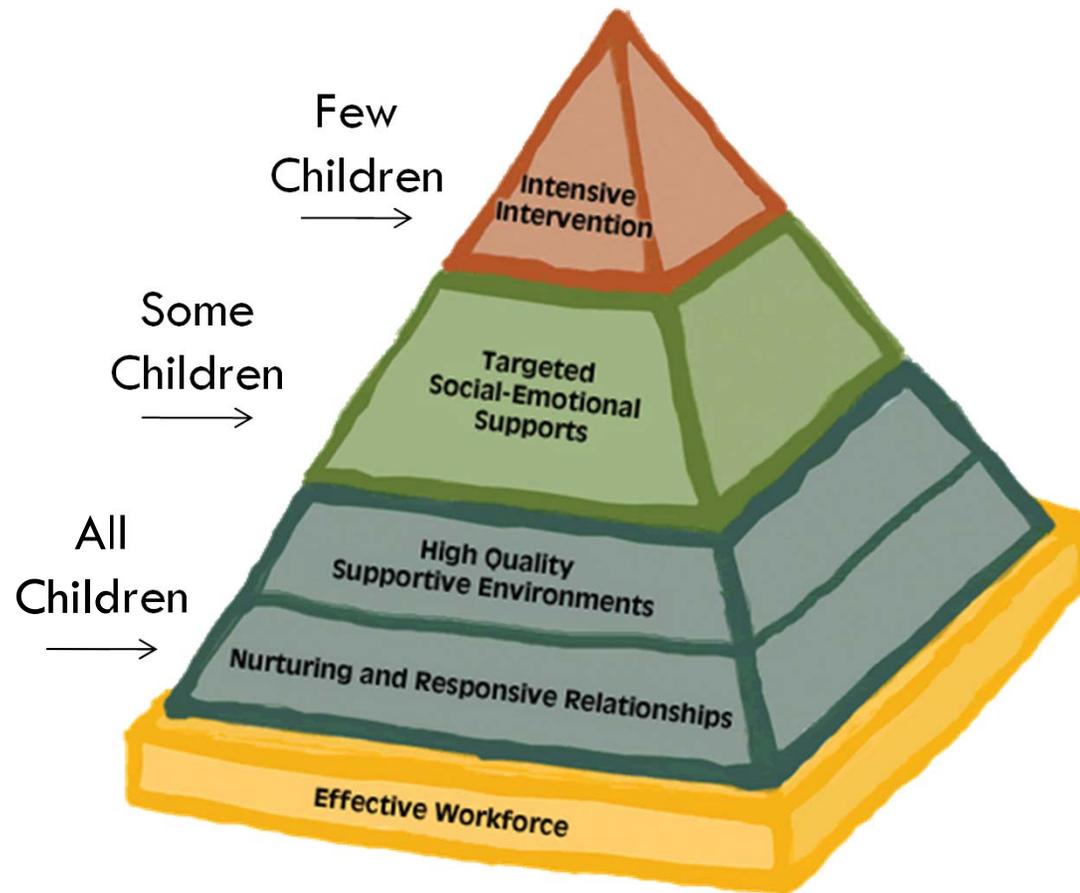
- **Navigation/access** to resources cited as greatest challenge for parents/ providers.
- 43% of centers **unsuccessful** in receiving services when requested.
- 57% of centers **do not require** staff to commit to ongoing education or training.
- 36% of centers **unable to accept children** with special 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.**

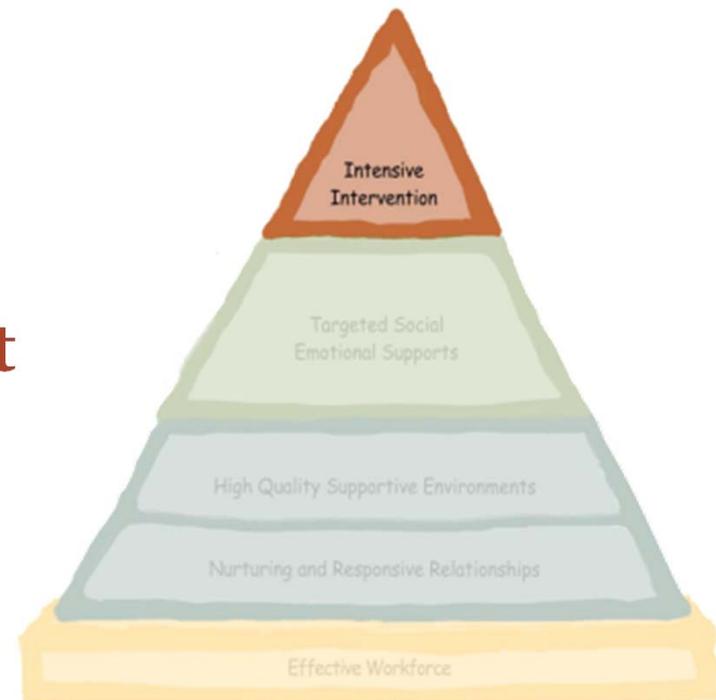
# Targeted Supports: For Some Children

- **Peer Interaction and friendship skills**
- **Emotional Literacy**
- **Problem-Solving Skills**



# Individualized Supports: for few children

- **Family involvement**
- **Positive behavior support**
- **Skill-building**



# Table Activity



- 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



- 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

	<b>OUTCOMES</b> % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
<b>TRAINING COMPONENTS</b>	<b>Knowledge</b>	<b>Skill Demonstration</b>	<b>Use in the Classroom</b>
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

# Monitoring



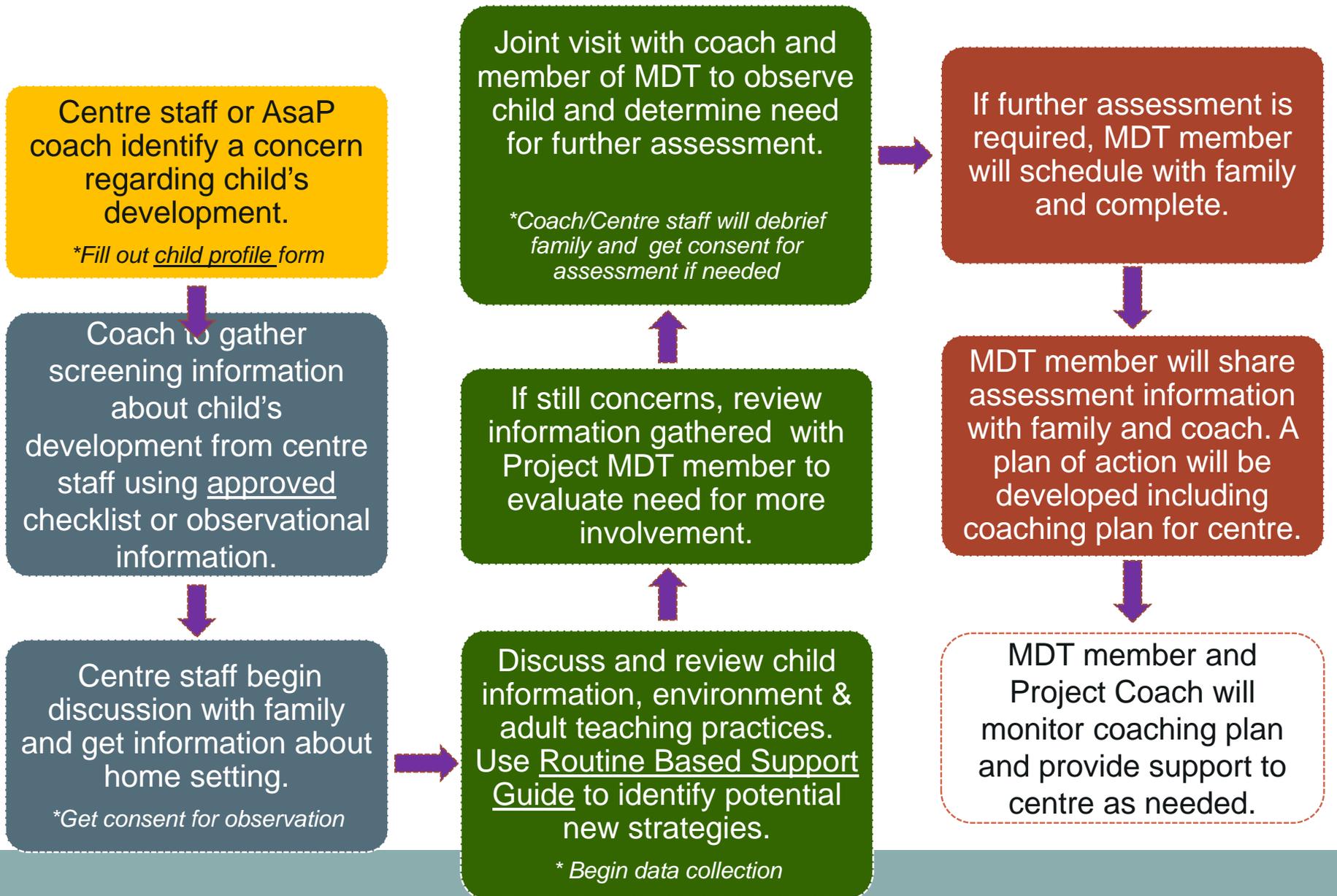
## Teaching Pyramid Observation Tool (TPOT):

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



*(Shonkoff, 2000; Gibb, 2012)*

# Flow Chart for Navigation of Supports



# 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



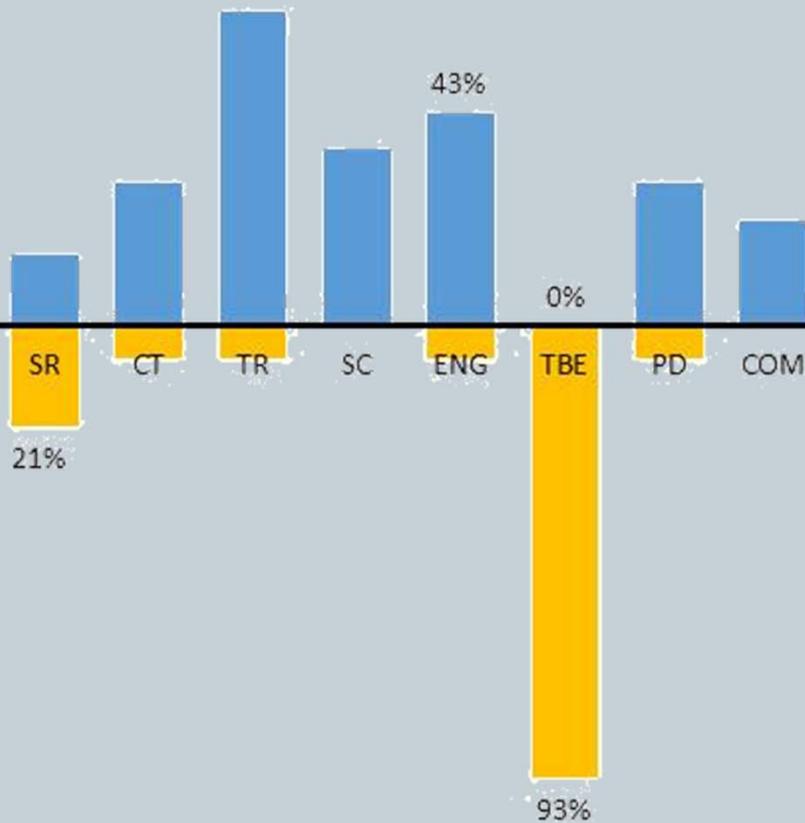
## **5 - 20 diverse early learning and care sites**

- 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)

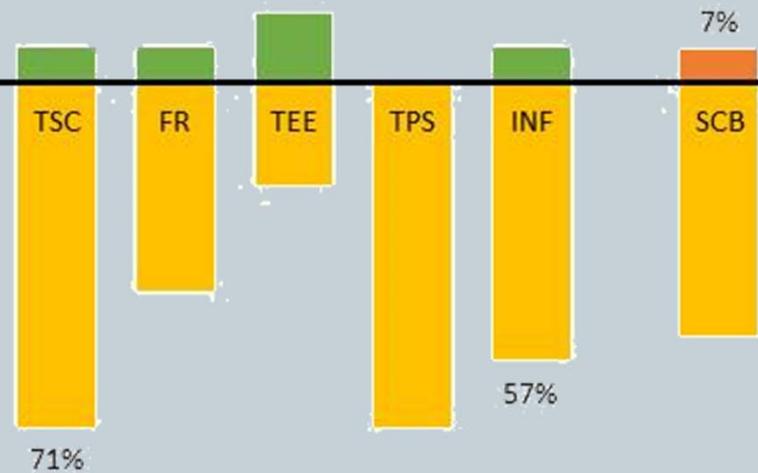


## Universal Indicators



## Targeted Indicators & Intensive Interventions

below 50%  
80% or higher



# Percentage of Site Leads $\geq 20\%$ Growth up to 12 months of coaching (n=14)

Universal Indicators

Targeted Indicators & Intensive Interventions

36%

14%

7%

7%

14%

43%

7%

7%

14%

0%

29%

29%

43%

64%

SR

CT

TR

SC

ENG

TBE

PD

COM

TSC

FR

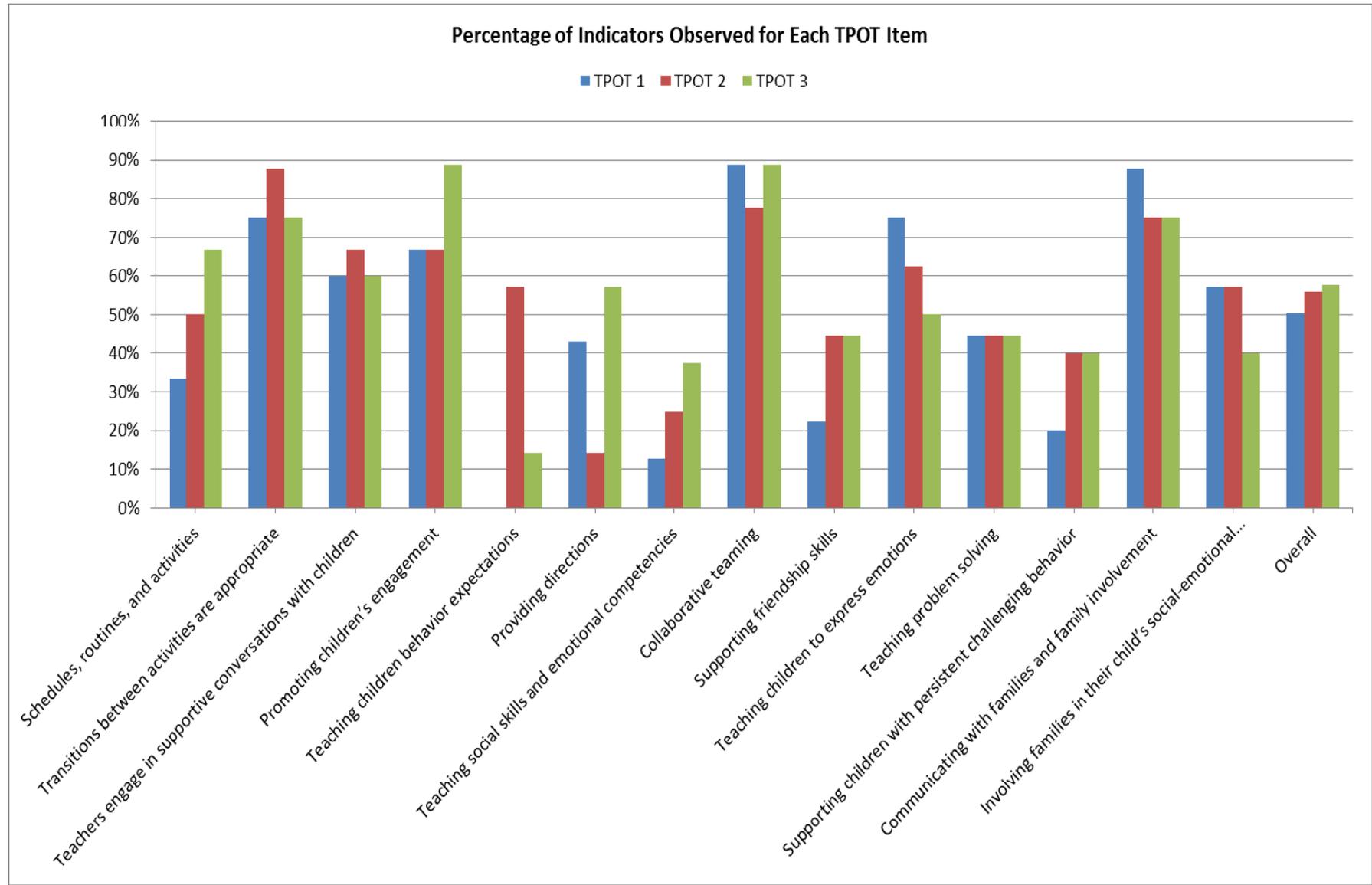
TEE

TPS

INF

SCB

# Example of TPOT Graph



# 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

# Implementation Data & Lessons Learned

## 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

# Table Discussion



- 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?



# References



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