

## ***Playbook of Practical Steps to Support Parenting, Behavioral Concerns & Strategy Implementation***

This “playbook” is a summary of strategic advice from a 12-month national Community of Practice (CoP) facilitated by the Association of University Centers on Disabilities (AUCD) through a cooperative agreement with the Centers for Disease Control and Prevention (CDC) from November 2019-November 2020. This CoP, composed of three state-level CoPs in Alaska, Connecticut, and Kentucky, focused on integrating best practices for utilizing evidence-based positive parenting and child development resources. These “plays” are based on lessons learned from collaborative efforts of the AUCD Network and partners to implement efforts to support parenting and behavioral concerns within systems that serve young children and their families. Not in any order, these “plays” are presented in ways to support engagement with your audience, things you can do personally, and strategies to support your programmatic efforts.

### ***Audience “Plays”***

**Understand how to market and tailor your information to your audience.**

- Through word of mouth from initial participants, engagement and awareness of your program/project can grow.
- Request/encourage participants to share the information and make referrals for others to participate or utilize materials.
- Flexibility is key to appeal to various stakeholders.

**Think about how you can tweak existing content and share it on an online platform to engage and reach further than an original target audience.**

- Expanding training/rating credentials.
- Making tools available to something that is already accounted for.
- Partners seem to respond to materials/resources that make their job of training and informing easier.
- Make materials interesting and appropriate for everyone, regardless of their profession.

### ***Personal “Plays”***

**Your enthusiasm can encourage the efforts of people working on the ground driving your project or program.**

- Making connections across agencies and encouraging new connections and partners in different areas is important.

## *Program “Plays”*

**Try to obtain feedback regularly to make improvements and changes to your project moving forward.**

- Using feedback from an initial program to use for the development of the project in the future.

**Offer incentives to encourage referrals and engagement.**

- Online platforms may be helpful in maximizing reach to different audiences while providing them with credentialing incentives.

**Collaboration and constant outreach are key.**

- Allows for sharing of resources and materials across multiple platforms and/or embedding into existing systems.
- Helpful to breakdown siloes.

**Leveraging networks of partners, such as 211, may help you grow beyond your city, regionals, or state level.**

- This is extremely helpful with sustainability and reach of your efforts.

## *Playbook in Action*

### **ALASKA**

#### **Alaska Early Childhood Network**

- An opportunity for all communities in Alaska to join and support each other in an effort to elevate the focus on early childhood health and well-being in their individual areas and the state.
- Help Me Grow Alaska, in partnership with Alaska’s Early Childhood Comprehensive Systems grant, bring together the leads of statewide early childhood coalitions and child-focused groups for the purpose of networking, resource sharing and specific didactic training. Regular virtual meetings will foster deeper connection and communication amongst those working in the field of early childhood and provide opportunities to develop and share ideas for this work.

### **Behavioral Interventions in Early Childhood (BIEC) ECHO**

- Help Me Grow Alaska and the University of Alaska/Anchorage Center for Human Development have partnered to create the curriculum and to present at the BIEC ECHO sessions. Local experts from a variety of different agencies are presenting on topics related to their area of specialization. The BIEC ECHO is open to professionals who contact children 0-5 years or families of children 5 and under, so participants come from a variety of professional areas, agencies, and locations around the state.
- The didactic topics from the first series of the BIEC ECHO are being made available for training topics through the Early Childhood Network, both to train the coalition leaders, and for content that can be brought back to communities for further dissemination.

### **CONNECTICUT**

#### **Pyramid Family Engagement**

- Development of educational materials in English, Spanish and Portuguese's that align with the *Learn the Signs. Act Early.* parent tools and the Pyramid Model on social emotional development for families who have young children.
- Adapted Family Interaction Training (FIT) Trainer Videos and Materials incorporated in all Act Early training conducted by the CT UCEDD and LEND staff and students, including to all DCF caseworkers.
- Guidance document and Toolkit for Early Childhood Providers and Families around social emotional development.
- Virtual trainings/presentation on social emotional topics to guide families and provide FIT strategies for positive parenting.

### **KENTUCKY**

#### **Early Care and Education Provider Training**

- Adapted FIT Training as a customized training series for ECE providers. Pandemic restrictions came down just KY was planning on site visits to take video and photos of children in child care settings. Instructional designer needed to use CDC video resources and other freely available video training to embed into the training. This delayed production of the content. Series was launched mid-summer coinciding with the re-opening of child care centers after an emergency closure, while significant restrictions remained on face-to-face trainings. This was also the beginning of a new training calendar year. These factors together meant that providers needed virtual training hours.

- Incentivized provider participation in two important ways. First, this training series was pre-approved for one hour of required training credit per module and hosted on our learning management system where providers could find it easily. Second, providers are not being charged for this course and it will be available for free indefinitely. As of 10/30/2020, these modules have been completed by the following numbers of providers who have received credit in the statewide registry.

Title	# ECE Providers
ECE 104: Strengthening the Adult-Child Relationship	<b>642</b>
ECE 105: Structuring the Environment to Prevent Misbehavior	<b>640</b>
ECE 106: Effective Strategies for Addressing Misbehavior	<b>651</b>

- These numbers have increased each month consistently. Although it is offered as a series, each module stands alone. This allows providers to choose to take them in any order. However, having taken one module, many providers choose to take the other two.
- Partners who work directly with families have indicated the modules are directly relevant to families. KY is working on ways to incentivize family participation and ways to connect families who have taken the modules to additional learning opportunities such as virtual parent cafes for mutual support.
- An additional expanded reach of the modules occurred through a connection with Dr. Kristen Schaffner, Assistant Professor at California University of Pennsylvania. Dr. Schaffner reviewed the modules and plans to use them in two upcoming grant applications. In the first, she proposes to use the FIT modules as a curriculum in a graduate training program for working with early care and education staff/families. In the second, she proposes to use them as part of a professional development and assessment project for ECE providers in a campus childcare center.
- KY-SPIN Trainers embed resources and lessons into educational activities and outreach.

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