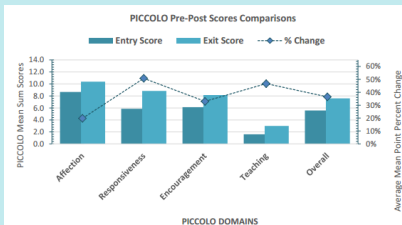


Prevention Mentoring for Teen Mothers & Infants in Appalachia

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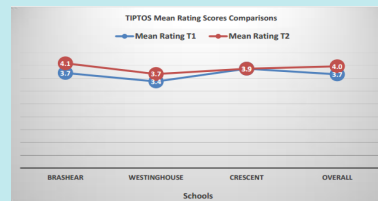
Outcome 1: Nurturing Infant-Mother-Teacher Responsive Caregiving via Mentoring

- The PICCOLO assessed status and progress in enhancing the quality of positive caregiver interactions via national criteria and guided the planning of prevention-to-intervention supports for infants-mothers and infants-teachers.
- N= 52 infant-mother-teacher dyads showed significant and functional progress across multiple domains of responsive caregiving: Affection; Responsivity; Encouragement; Teaching
- Mothers and families reported high satisfaction with HealthyInfant supports.



Outcome 2: Enhancing Teacher Caregiving Practices & Program Climate via Mentoring:

- The TPITOS assessed the environmental climate of EHS and child and responsive interactions via national criteria.
- TPITOS observations indicated high-quality program climate for 3 child care settings
- Results indicate that the environment, level of engagement, interactions, and communication styles and milieu within the classrooms' context across the three schools were developmentally-appropriate and supportive.



Outcome 3: Creating Innovative Community-University Partnerships (CUPS):

- University of Pittsburgh LEND and West Virginia LEND faculty and graduate student interns augmented HI team services in Early Head Start and Early Intervention classrooms, home, and agency settings.
- Interdisciplinary faculty from nursing, applied developmental and school psychology, social work, and early intervention provided interagency supports across education, health, and human service dimensions.
- Leadership education is provided to professionals and parents via tiered supports.
- Sustainability in the HI model is ensured by CUPS partnerships, LEND traineeships, and interagency contracts in HS/EHS.

What are the Effective Dimensions of HI?

- HI model's 6 innovative prevention strategies within a response-to-intervention model:
- (1) Tiered Supports
 - (2) Curriculum-Guided Responsive Caregiving via Mentoring
 - (3) Mobile Technology & Telemedicine Consultation
 - (4) Transagency Teamwork
 - (5) Community-University Interdisciplinary Partnerships
 - (6) Interdisciplinary Leadership Education.



What is the Mission of HealthyInfants (HI)?

Field-validate a tiered prevention-promotion model of face-face & virtual mentoring strategies for infants-parents and infants-teachers & promote responsive interactions in EHS and affiliated child care.

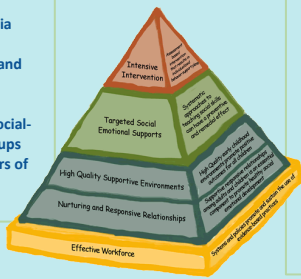
What is ACE and Risk Status?

- Chronic adverse childhood experiences (ACE) = the higher the risk for toxic stress and future neurodevelopmental conditions (Shonkoff, 2004).
- ACE score of 2= high risk for future problems in national studies
- Average ACE in PA and WV for children & families= 5
- Graduated intensities of interdisciplinary supports emphasizing responsive caregiving interactions prevent the negative ACE effects and promote healthy infant development.

What is the HI Tiered Mentoring Model?

The HI Model customized the *Center for Social-Emotional Foundations of Early Learning Model (2006)* to focus on infant-caregiver relationships.

- Tier 1: Mentor an effective early childhood workforce via use of national standards for "best professional practices"
- Tier 2: Nurture responsive infant-parent-caregiver interactions via mentoring & interdisciplinary team supports
- Tier 3: Create high-quality program environments (i.e., physical and social) in EHS and child care with a track-record of positive child development and parent engagement.
- Tier 4: Target strategies to promote the acquisition of positive social-emotional & self-regulatory competencies for specific small groups
- Tier 5: Individualize mentoring supports for infants and caregivers of 10-15% of the high-risk population with complex support needs



What is Future HI Research?

- Use of HI in Pittsburgh & SWPA Region EHS-CC grants
- Pending federal funding?
- Group-Randomized Trials on HI mentoring model
- Document impact of frequency, duration, intensity, and content of mentoring on infant-caregiver outcomes
- Focus on PICCOLO parenting outcomes
- Robust authentic assessments of infant progress
- Use of CLASS to document teacher competencies

