

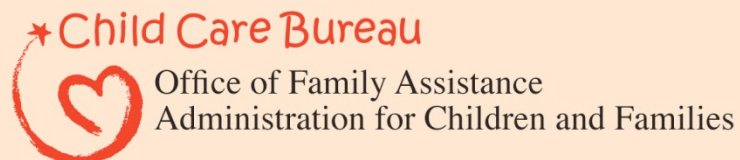


2009 Annual Meeting of the Child Care Policy Research Consortium

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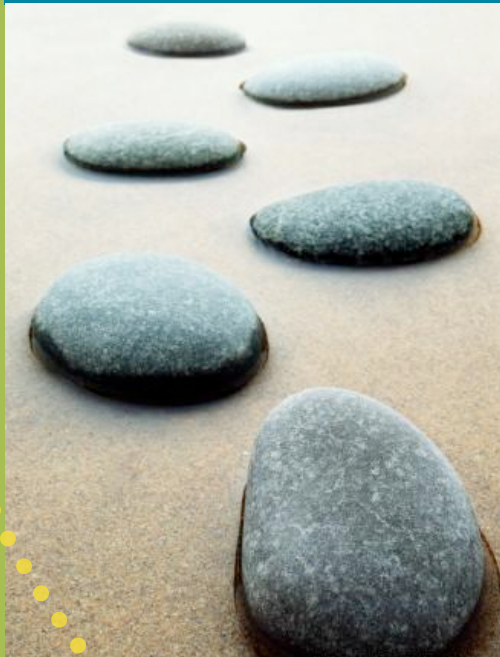


U.S. Department of Health and Human Services



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Readiness to change: Implications for improving quality in early care and education

Shira M. Peterson, Ph.D.
Children's Institute
Rochester, NY

Defining the Problem

- ❖ Need for high-quality care
- ❖ Challenges for ECE workforce
 - Financial resources
 - Psychological well-being
 - Academic skills
 - Professional identity
 - Childrearing beliefs
- ❖ Existing PD approaches are one-size-fits-all



Mentor Observations of ECE Readiness

"Absolutely did not want to change"

"Change was just too much effort or energy"

"Very open to [thinking] about what's needed in her room"

"People who say, 'Oh, I'm so glad you're here... I need to do this or that or the other.'"

The Change Process

- ❖ Most systems resist change
- ❖ Change takes time (3-5 yrs)
- ❖ To be sustained, change must be self-determined
- ❖ Only about 20% of the population are "ready to change"
- ❖ **Programs that are mismatched to stage can actually make outcomes worse**
(Deci & Ryan, 1985; Loucks-Horsley et al., 2003; Prochaska & Velicer, 1997)

The Transtheoretical Model (TTM)

(Prochaska & Diclemente, 1983)

- ❖ An NIH recommended practice for behavior change programs (Ory, Jordan, & Bazzarre, 2002)
- ❖ Large evidence base (e.g., Noar, Benac, & Harris, 2007; Velicer et al., 1999; 2006)
- ❖ Wide range of applications
 - ❖ Smoking cessation
 - ❖ Exercise adoption
 - ❖ Stress management
 - ❖ Organizational change
 - ❖ Physician practice
 - ❖ Foster care/adoption

Stages of Change

| | Stage | Description |
|---|------------------|-----------------------------------|
| 1 | Precontemplation | Not ready to change |
| 2 | Contemplation | Not ready to change on their own |
| 3 | Preparation | Ready to change |
| 4 | Action | Actively engaged in change |
| 5 | Maintenance | Maintaining change with vigilance |

Markers of Change

- ❖ Decisional balance: Relative weight given to pros and cons to change

- ❖ Self-efficacy: Confidence that one can cope with obstacles to change

Goals for Each Stage

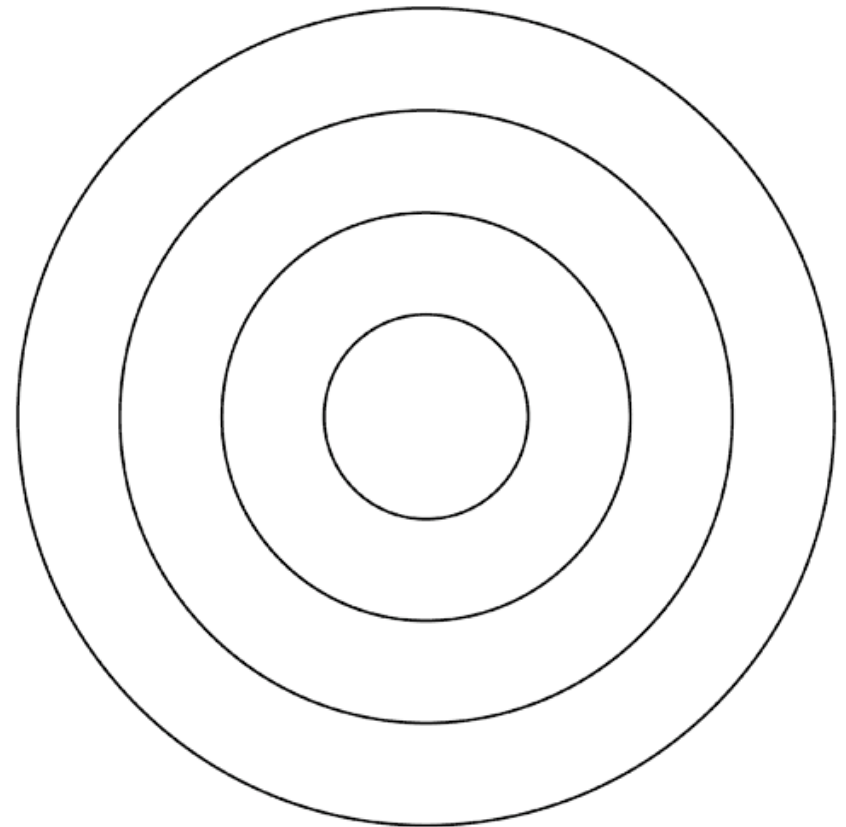
| | Stage | Goals |
|---|------------------|----------------------------------|
| 1 | Precontemplation | Awareness, concern, confidence |
| 2 | Contemplation | Risk-reward analysis |
| 3 | Preparation | Commitment, creating a plan |
| 4 | Action | Implementation, revision of plan |
| 5 | Maintenance | Integration into lifestyle |

Processes of Change

| Stage | Experiential Processes | Behavioral Processes |
|------------------|--|--|
| Precontemplation | <ul style="list-style-type: none"> - Consciousness raising - Dramatic relief - Self-reevaluation - Environmental reevaluation - Social liberation | |
| Contemplation | | |
| Preparation | | <ul style="list-style-type: none"> - Self liberation - Stimulus control - Counter-conditioning - Reinforcement management - Helping relationships |
| Action | | |
| Maintenance | | |

Context of Change

- ❖ Current life situation
- ❖ Beliefs and attitudes
- ❖ Interpersonal relationships
- ❖ Social systems
- ❖ Enduring personal characteristics



Applying the TTM to ECEPD

- ❖ Training for mentors, coaches, home visitors
 - ❖ Characteristics of each stage
 - ❖ Optimally supportive strategies
- ❖ Progress monitoring
- ❖ Screening tool



The Stage of Change Scale

- ❖ Used with ECEs enrolled in professional development programs
 - ❖ Early Educator Mentoring System
 - ❖ Partners in Family Child Care
- ❖ Two parallel versions
 - ❖ Caregiver/provider survey
 - ❖ Mentor/home visitor survey

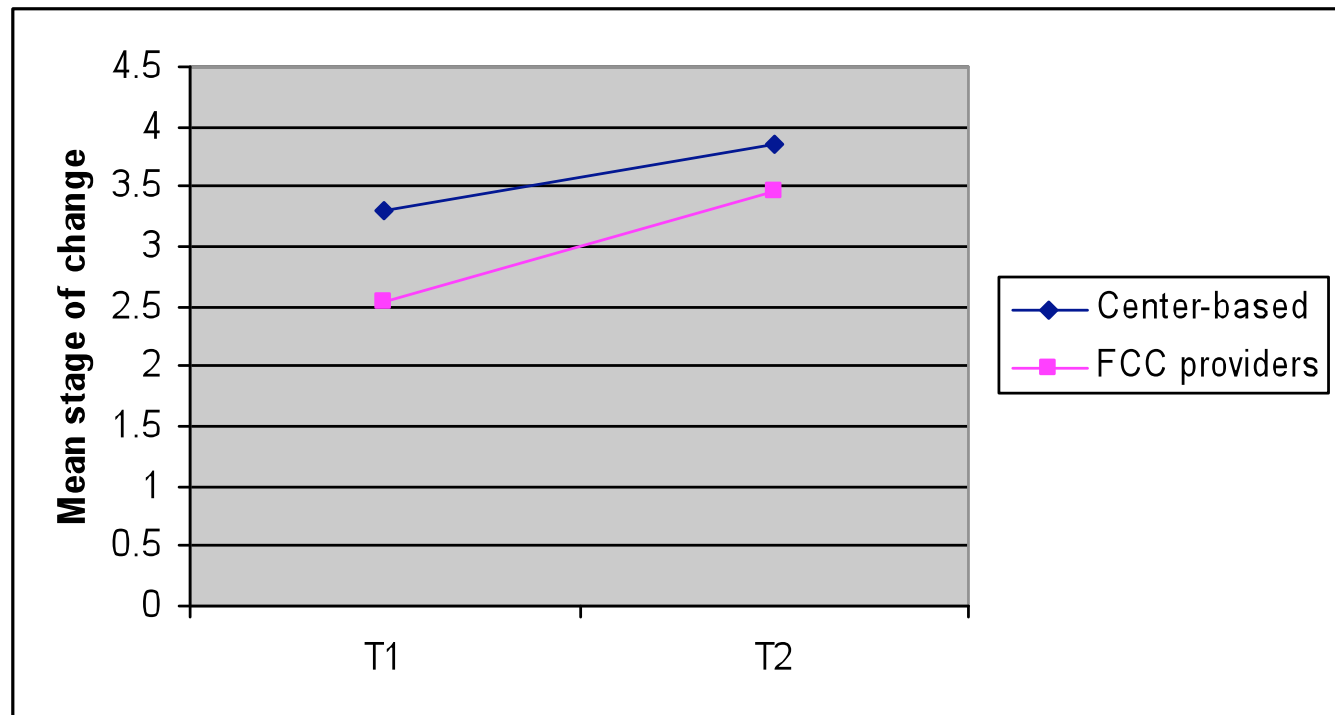
Stage of Change Scale

- ❖ Stage of change
- ❖ Awareness
- ❖ Seeking information
- ❖ Effect on children
- ❖ Overcoming obstacles
- ❖ Social support
- ❖ Professional identity

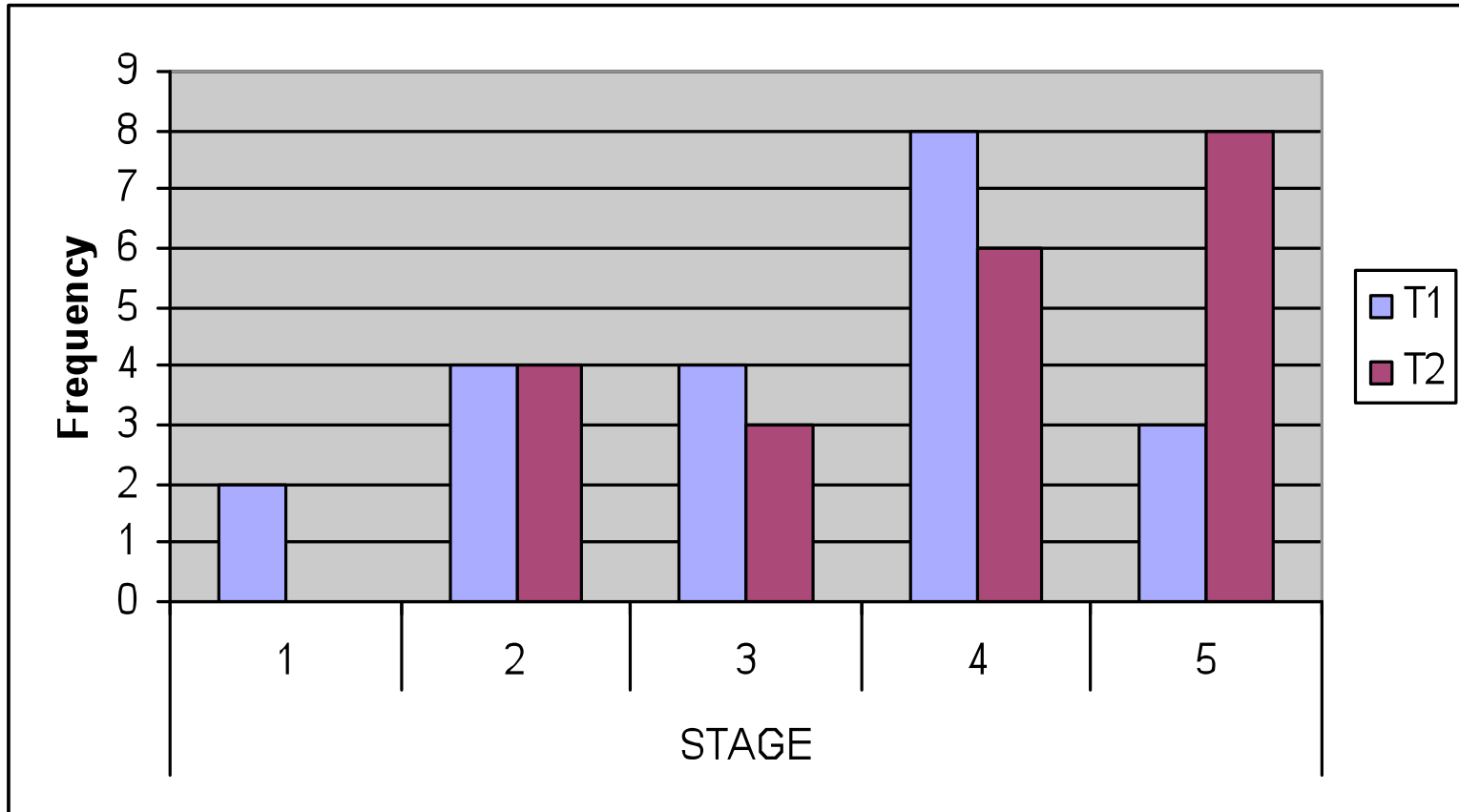
| | | | | | |
|------------------------|-----------------------------------|---|------------------------------|--|---|
| Stage of change | Does not plan to make any changes | Thinks about making a change but just can't do it right now | Is planning to make a change | Is working to change something right now | Is making sure s/he doesn't go back to her/his old ways |
|------------------------|-----------------------------------|---|------------------------------|--|---|

Stage of Change Scale

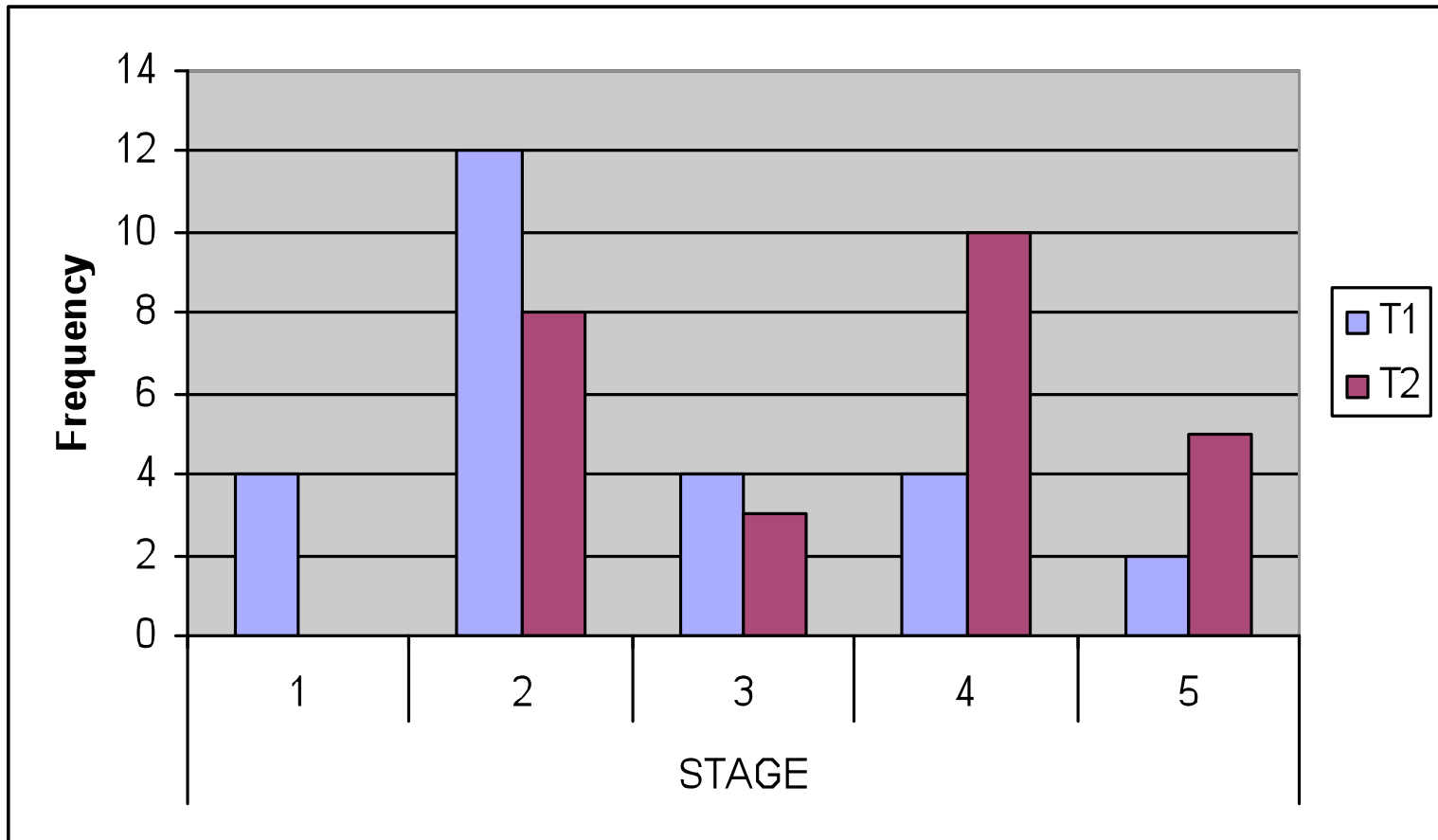
- ❖ High internal reliability (.95)
- ❖ FCC provider rating > Home visitor rating
- ❖ Growth from pre to post



Center-based ECEs in mentoring



FCC providers in home visiting



Predictive validity

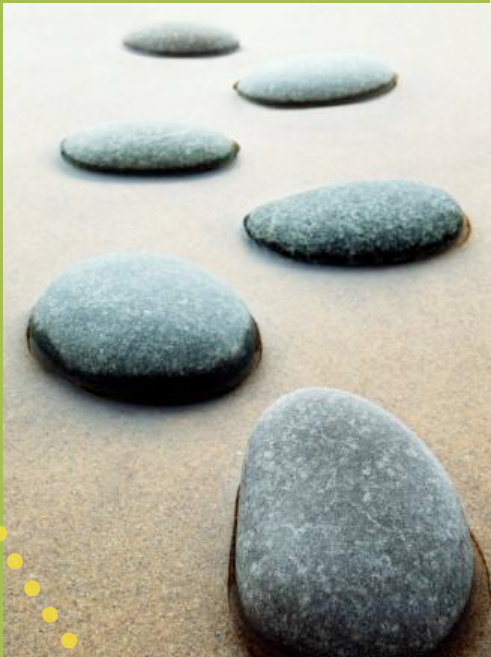
- ❖ Moderate correlation with caregiving skills (.39) in center-based sample (N=21)
- ❖ Further research is planned to develop the measure and assess its validity

Potential Uses and Benefits of the TTM

| Uses | Benefits |
|-------------------------------|--|
| Match PD to stage | <ul style="list-style-type: none">- Increase effect for those in lower stages- Decrease cost for those in higher stages- Increase retention- Maintain diversity |
| Screen for eligibility for PD | <ul style="list-style-type: none">- Maximize observed changes in practices- Maximize observed child outcomes |
| Screen for job/license | <ul style="list-style-type: none">- Exclude from the profession those who lack or show no increase in readiness |

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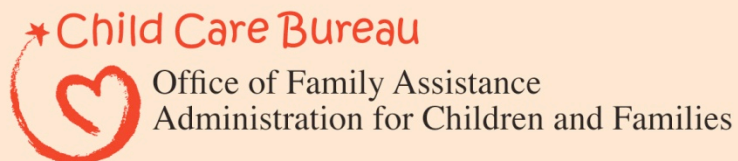


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Assessing and Measuring Readiness for Change: Potential Applications to Quality Initiatives for Home-Based Child Care

October 30, 2009

**Presentation at the 2009 CCPRC Annual Meeting
Diane Paulsell**

MATHEMATICA
Policy Research, Inc.

Overview of the Presentation

- **Characteristics of home-based caregivers**
- **Initiatives to support quality in home-based care**
- **Potential applications of readiness-to-change concepts that could strengthen quality initiatives for home-based child care**

Characteristics of Home-Based Caregivers

- **Includes regulated and exempt caregivers; most are relatives.**
- **Ages vary—most caregivers in mid-40s.**
- **Most caregivers have low incomes.**
- **Family, friend, and neighbor caregivers tend to share same race/ethnicity and home language as parents and children.**
- **Family child care providers are more likely to have a high school degree.**

Motivations and Challenges Faced by Home-Based Caregivers

- **Motivation for family, friend, and neighbor caregivers: help the family or keep child care within the family**
- **Motivation for family child care providers: earn income; stay home with own children**
- **Challenges of home-based caregivers:**
 - Social isolation
 - Work-related stress and physical exhaustion
 - Conflicts with parents—childrearing styles, scheduling, payment, lack of respect for professional status

Initiatives to Support Quality in Home-Based Care: Goals

- **Recent national scan identified 90 recent or ongoing initiatives in all 50 states**
- **Primary goals of initiatives:**
 - **Quality improvement (72)**
 - **Support for licensing or registration (9)**
 - **Support for obtaining accreditation (5)**
 - **Certificate program or college credit or CDA (4)**

Initiatives to Support Quality in Home-Based Care: Strategies

- **Primary service delivery strategies:**
 - **High intensity:** home visiting (17), coaching and consultation (10), professional development through formal education (2)
 - **Moderate intensity:** workshops (46) play and learn groups (6), peer support (4)
 - **Low intensity:** materials and mailings (5), grants to caregivers (2), mobile reading vans (2)

- **Most initiatives combine strategies**
 - Core and supplemental services
 - Menu or continuum

Lessons on Designing Initiatives for Home-Based Care

- **No one size fits all.**
 - Need for targeting and tailoring
- **Caregivers are more likely to enroll in programs that address their interests/needs.**
 - Many examples of mismatches
- **Initiatives should be based on logic models with expected outcomes linked to program content and intensity.**
 - Many initiatives not well specified.
 - Outcomes not realistic given dosage and resources.

Potential Applications of Readiness-to-Change Concept

- **A screening tool**
- **A tool for targeting and tailoring**
- **A tool for motivation and sustaining participation**
- **A framework for staff supervision and development**

Potential Applications: A Screening Tool

- **For an intensive program that requires behavior change, use as a screening tool to identify motivated caregivers.**
 - Coaching and consultation
 - Home visits
 - Formal education
- **Screen caregivers not ready to change into lower intensity services that may prepare them for change before investing more resources.**
 - Peer support groups and social interactions
 - Materials and equipment to improve environment
 - Reading vans

Potential Applications: Targeting and Tailoring

- **For programs offering a continuum of services, use to place applicants in the appropriate track.**
 - **Not ready to change: low intensity such as grants, materials, mobile vans**
 - **Ready to change: high intensity: home visiting, coaching/consultation, formal education**
 - **Maintenance: access to peer support, professional development, support for accreditation**
- **Use as a factor for identifying target outcomes and services from a menu.**
 - **Relationship to children in care, motivation, interest in professionalization, education, regulation status, needs, *readiness-to-change***

Potential Applications: Motivating and Sustaining Participation

- **Use incentives to move caregivers along the readiness continuum.**
 - Informational incentives
 - Financial incentives
 - Social incentives
 - Public and professional recognition

Potential Applications: Staff Supervision and Development

- **Train staff to assess and reassess caregivers' readiness to change.**
- **Help staff in targeting services to caregivers' readiness to change.**
- **Help staff identify appropriate strategies for motivating participation of caregivers at each stage in the continuum.**
- **Train staff to support caregivers in maintaining change.**
- **Identify skills needed to effectively work with caregivers at different levels of readiness.**

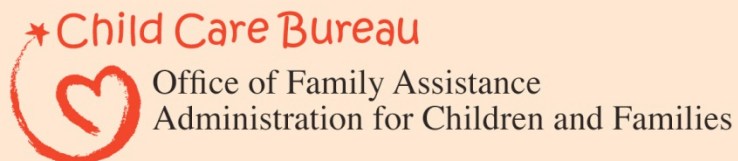


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Discussion of Shira Peterson's *Readiness to Change Paper*

Perspective: Center-based caregivers

October 30, 2009

Carolyn Layzer
Abt Associates Inc.

From Insight to Impact – Worldwide

How might Stages of Change influence our...

- Expectations for rates of change
 - Designing study to measure process and outcomes—need to factor in more time
 - Cost
- Expectations for kinds of change
 - Not all learners will progress in same areas along same timeline
 - Does the type of intervention or p.d. also operate with/against readiness to change?
 - Supervision, support
- Expectations for Consequences & Rewards
 - QRS and other rating issues

Design Considerations (studies of p.d.)

- Include Stages of Change in process model
 - Whole group/large group training just one of several strategies to be employed in training and development
 - Role of coaches/mentors—includes survey & assessment
- Include process documentation in design and budget
 - Extra mentoring/coaching, longer time, more nuanced coaching
 - Group training still important (see “Social Support” row!) but not as sole mode of transmitting information...
- Client briefing—how can we help funders (make role of Stages of Change visible)?

Expectations for Kinds of Change

- Progress
- Type of intervention/p.d.
 - Curriculum-focused intervention, school-readiness focus [usually CO area]
 - vs. *IS* area – concept development; scaffolding & effective differentiation of instruction / intentional guidance; language development
 - vs. *ES* area – climate, sensitivity, student roles
- Supervision and support
 - Coaching model – need different levels of support at different stages (frequency of visits, structure of feedback), and need different content –this seems to be a good fit for center-based...

Consequences / Rewards

- Including Stages of Change in outcomes
- Including *growth* in readiness to change in assessment of efficacy of intervention or p.d.
- Including *growth* in readiness to change in formula for QRS or other rating system
- Developing ways of communicating about process and appropriate expectations

Concerns / Questions

- Does it make a difference what the focus of the p.d. is?
- Once we know the teacher's (initial) stage, how to safeguard against determinism?
- Training of mentors/coaches



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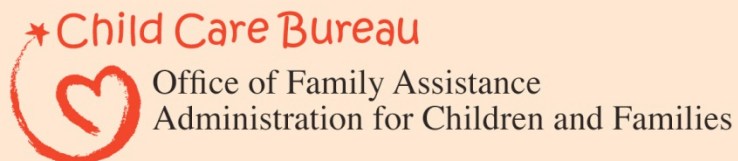


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