

We Grow Together Professional Development System: Quality through responsive caregiving for infants and toddlers

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Overview

- / Introduction**
- / Measuring quality in infant and toddler care**
- / Professional development to support quality**
- / Expanding caregivers' understanding of quality**



Importance of quality measures and professional development for infant-toddlers' caregivers

- / **Brain development is rapid in the first three years of life**
- / **Early supportive interactions with adults are strongly related to later achievement and success**
- / **With more than 50 percent of infants and toddlers regularly receiving nonparental care:**
 - We need to be able to measure quality of care for infants and toddlers
 - Early childhood professionals need to understand how to promote young children's development through quality care
- / **Those caring for infants and toddlers often have less access to and fewer opportunities for professional development**



Measuring quality in infant and toddler care





The Quality of Care for Infants and Toddlers measure (QCIT)

- **Evidence-based observational measure of the quality of caregiver interactions with infants and toddlers (0–36 months)**
- **Development was informed by the research literature, best practice, and expert advice about supporting the development of infants and toddlers.**
- **Designed for center-based classrooms and family child care homes (FCCs)**
- **Developed by Mathematica and its partners with funding from the Office of Planning, Research, and Evaluation (OPRE) and the Office of Head Start (OHS) in the Administration for Children and Families (ACF).**



Quality of Care for Infants and Toddlers (QCIT) observational tool

/ The QCIT observational tool focuses on measuring quality by understanding the interactions that support:

- Social-emotional development
- Language and literacy
- Cognitive development





Use of QCIT with diverse populations

- 31 percent of the children in the 2012 psychometric field test were dual language learners
- The QCIT User's Guide provides guidance around cultural differences, age, and abilities that need to be considered for every item



Professional development to support quality
infant and toddler care



We Grow Together

- / **Professional Development (PD) system for caregivers working with infants and toddlers in center-based care and family child care homes**
- / **High quality responsive interactions**
- / **Relationship-based coaching from a trained local PD provider**
- / **Training and materials for PD providers to help them mentor caregivers and implement We Grow Together**





The We Grow Together Professional Development System



<https://vimeo.com/422914644/b9dd05499c>



Promoting responsive caregiving practices that expand the notion of quality for infants and toddlers

PD providers form relationships with caregivers and support the caregivers' professional development through **responsive coaching**



Caregivers form relationships with children and support the children's development through **responsive caregiving**



Support Social-Emotional Development: Support Toddlers' Peer Interactions

- Supporting peer interaction and play
- Creating a sense of belonging
- Supporting social problem-solving
- Extending pretend play



Approach for honoring cultural diversity used in We Grow Together

/ PD providers encourage caregivers to:

- / Practice self-awareness
- / Accept differences in caregiving practices
- / Facilitate connections with families

/ PD provider-caregiver discussions varied; in the future we recommend including cultural considerations more explicitly in the caregiver materials



WGT 2018-2019 field test

/ 271 caregivers and 168 PD providers

/ EHS (both center- and family-child care); center-based community settings; family child care settings

/ 10 geographic areas

/ Caregivers and PD providers worked together using WGT resources for at least 4 months



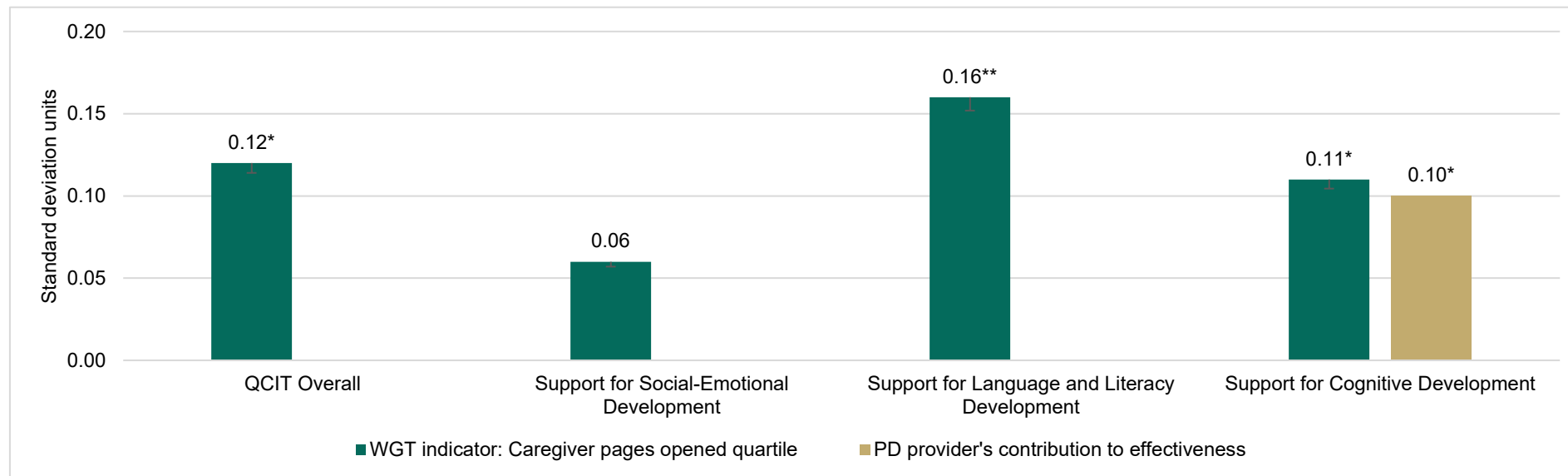


Expanding caregivers' understanding of quality



Change in practice associated with the use of WGT

- / Web-data was significantly associated with spring total Q-CCIT scores, Support for Language and Literacy, and Support for Cognitive Development.
- / Caregivers who reported that their provider supported their efficacy made greater gains in supporting cognitive development



Note: Models were estimated with full information maximum likelihood. Covariates include the fall score of the respective outcome, weeks between WGT start and spring observation, caregiver education level, experience in ECE, Kessler-6 scores, whether classroom served toddlers, class/group size, caregiver:child ratio, ECE setting type, caregiver report of PD provider contribution to professional effectiveness, PD provider is supervisor, and PD provider dosage. * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$.



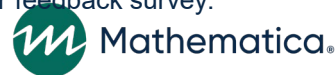
Caregivers had positive relationships with their PD providers

/ Caregivers reported it was usually true that their PD provider was someone...

- Who showed them respect (mean rating of 3.9 on a 4-point scale)
- Whom they trusted (mean rating of 3.8)
- With whom they felt comfortable asking questions regarding things about which they were unsure (mean rating of 3.8)

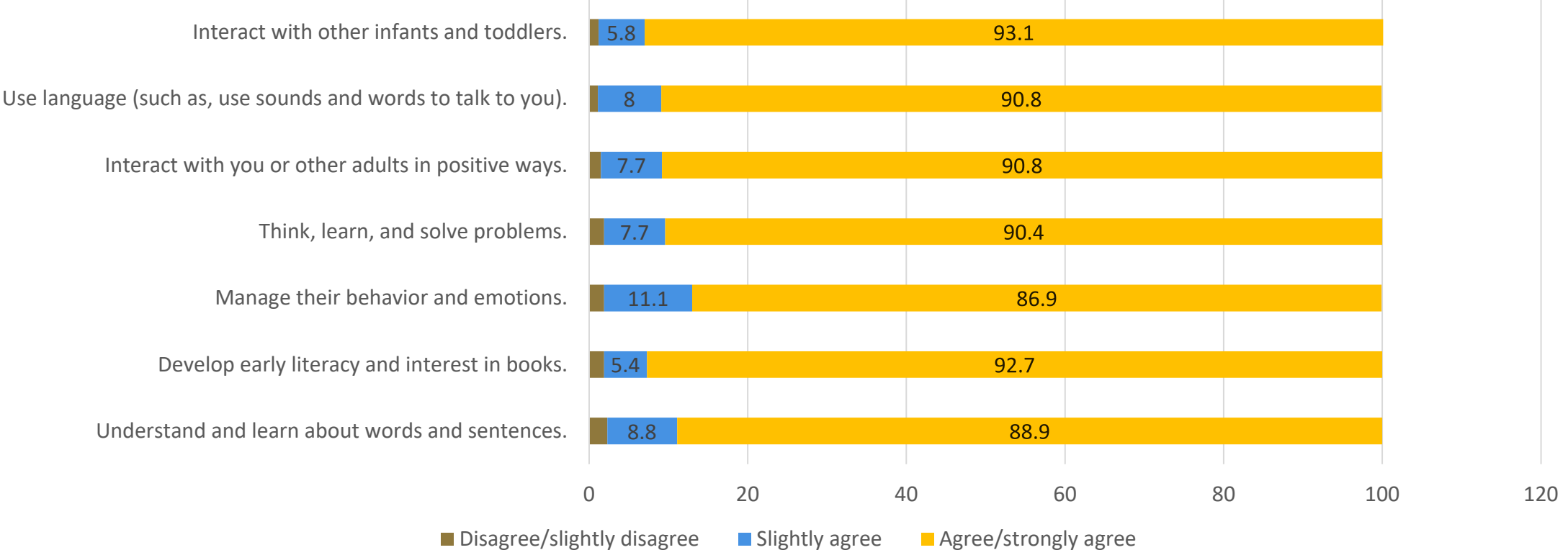
/ Caregivers also reported working collaboratively with their PD providers

Source: WGT Caregiver feedback survey.





Caregivers reported that We Grow Together benefited the children in their care



Source: Spring 2019 WGT Caregiver Feedback Surveys.





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