



# **Virtual delivery of the Incredible Beginnings Program**

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**Supporting early childhood educators  
to promote high quality  
learning opportunities & health equity**

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**Rhode Island**

# Why target early care and education?



Need for social emotional learning opportunities and nurturing relationships

Barriers to families accessing services

Targeting classroom (vs. child) broadens reach

Children most in need are least likely to access high quality ECE

Suspension/expulsion rates among marginalized preschoolers

“Soft exclusionary discipline” is common

Teacher welfare: rates of burnout/stress

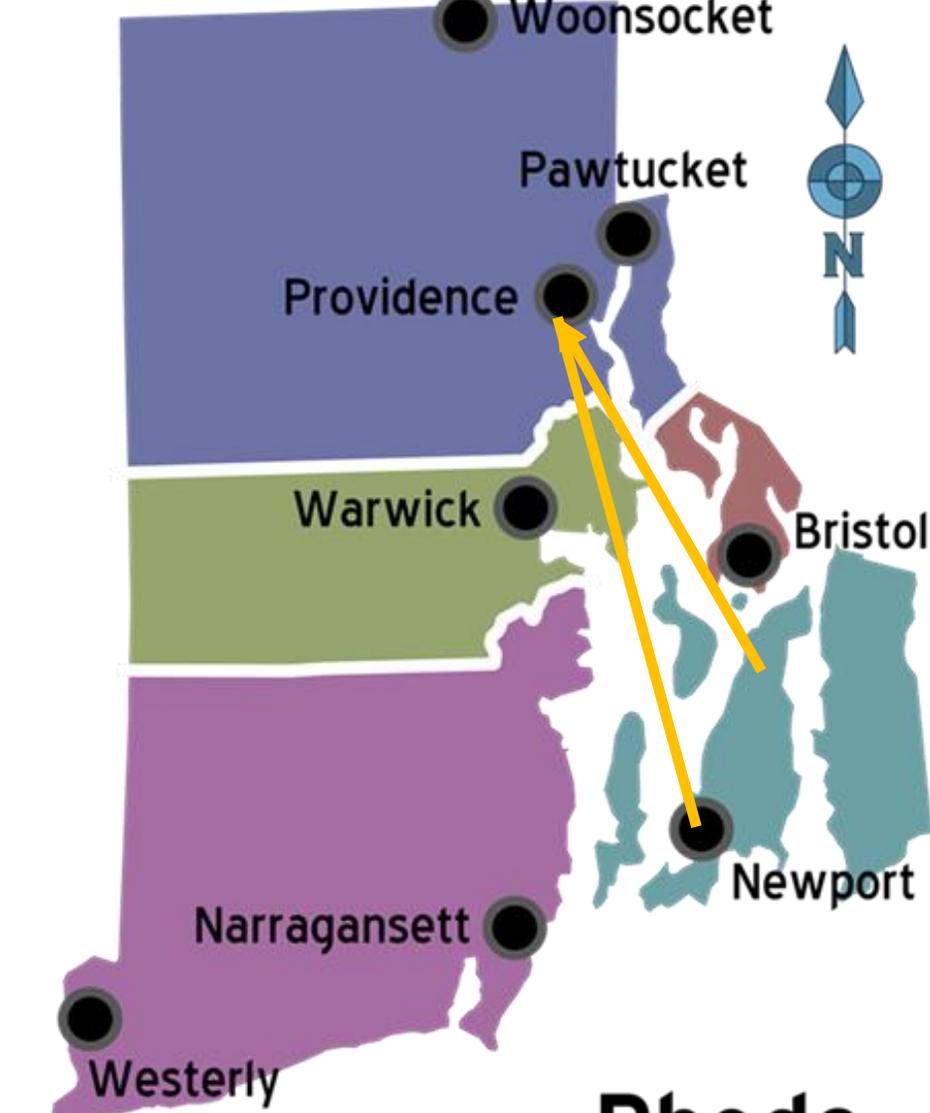
Agency functioning: lack of support/lack of connections



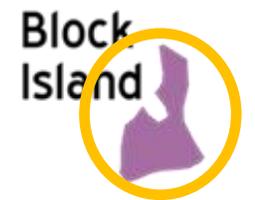
# The 411 on the 401

- **WSJ: “An Education Horror Show”**
- **ECE providers/preschool teachers earn < 35k**
- **ECE directors earn < 48k**
- **Only 25% of ECE centers, 1% of FCC centers considered ‘high quality’**





# Rhode Island



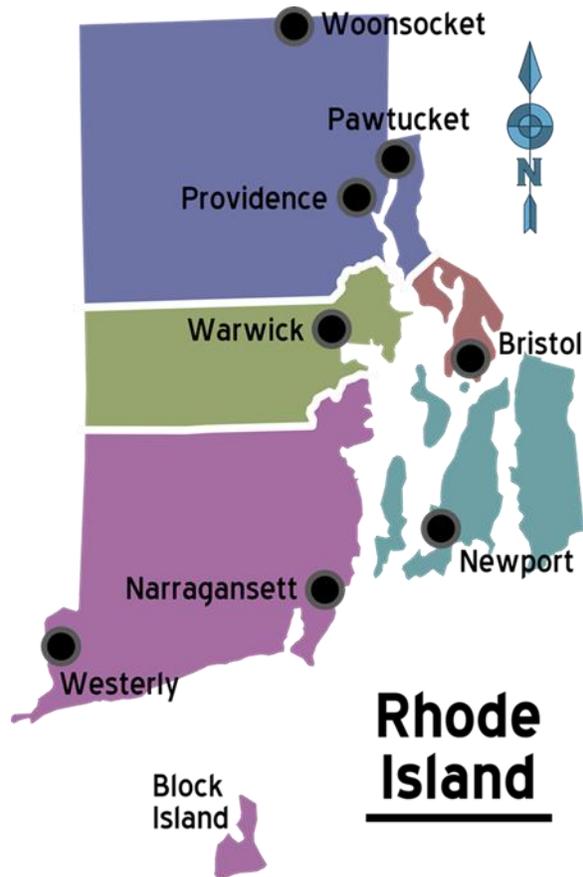
© **The**  
**Incredible**  
**Years**®



## **Why Incredible Years for teachers?**

- **Targets toddler and preschool classrooms**
- **Fosters parent-teacher-child relationships**
- **Introduces positive, proactive approaches to classroom management**
- **Promotes social skills, emotion regulation, school readiness skills**
- **Connects colleagues, provides access to peer support**

## Increasing access to evidence-based professional development opportunities



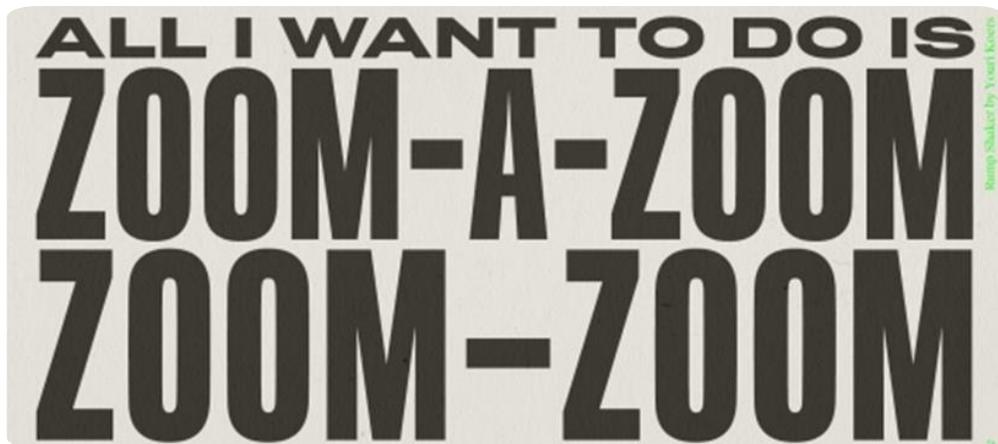
## IB in Community College

**required college course in teacher certification program for ECE**

## Why virtual?

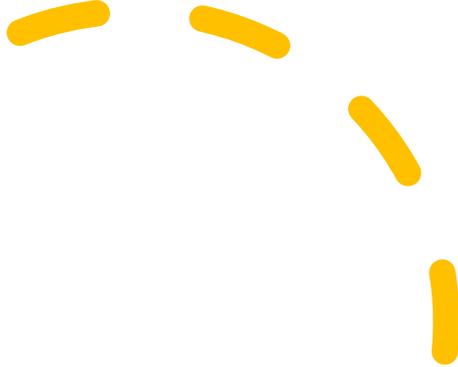
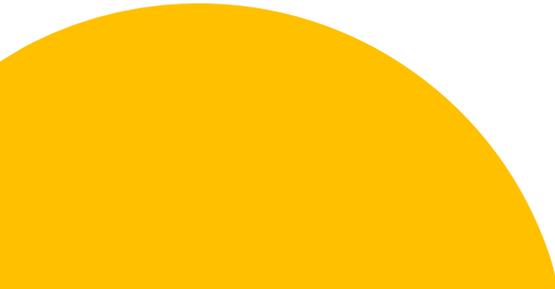
### **Barriers to accessing PD:**

- **Lack of transportation/ poor public transportation**
- **No protected time**
- **Childcare not available**
- **Unpredictable weather**
- **Many also taking college courses**



ALL I WANT TO DO IS  
ZOOM-A-ZOOM  
ZOOM-ZOOM

Keep Shaker by Your Side

- 
- **6 to 9:00 at night**
  - **Saturday mornings (8 to 11am)**
  - **Eliminated need for non-existent substitutes**
  - **No need to drive over a bridge or take a ferry**
  - **Any community, any day**
  - **Easier to train whole centers/administrators**
  - **Fulfilled PD > 1 year**
  - **Reduced barriers to recruiting leaders**
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# Group facilitators



# Virtual IY teacher trainings in Rhode Island

**16 virtual trainings (6 IB, 10 TCM)**

**9 to 16 p/group**

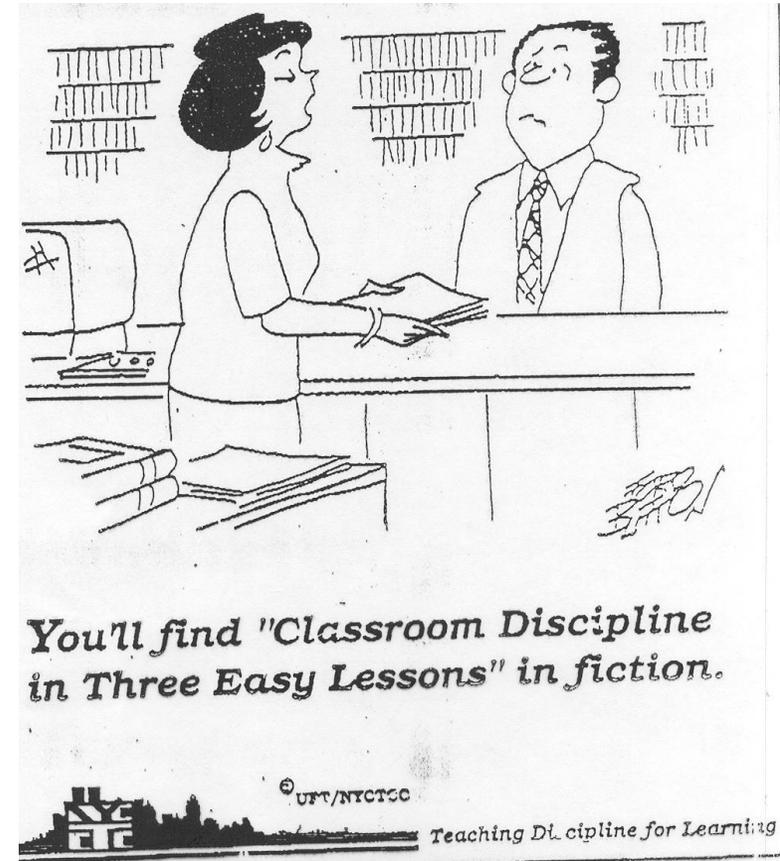
**2022-2023**

**areas of highest need**

**Participants paid for time in 10 of 16 groups**

**Classroom resources**

**Classroom coaching**



# Coaching model

- **Program level consultation to promote sustainability**
  - **Establish reward systems for staff**
  - **Provide/develop capacity for reflective supervision**
  - **Conduct co-observations and model delivering feedback**
  - **Meet with family council to present the model**
  - **Shape agency-wide efforts to build continuity**
  - **Book clubs**
  - **Resource sharing**
- **Classroom/teacher level support**
  - **In vivo coaching**
  - **Providing feedback outside the classroom**
  - **Supporting teaching teams/establishing lines of communication and problem solving**
  - **In-depth behavior plan support**



# Participation



- **250 teachers, aides, itinerants, & directors enrolled**
- **Staff represented 62 agencies**
- **79% attended at least 80% of sessions**

	<b>Completed 80%</b>	<b>Dropped prematurely</b>	<b>Groups cancelled</b>
<b>Paid</b>	<b>78%</b>	<b>15%</b>	<b>0</b>
<b>Voluntary</b>	<b>81%</b>	<b>24%</b>	<b>4</b>

**23  
agencies  
sent 1  
staff  
member**

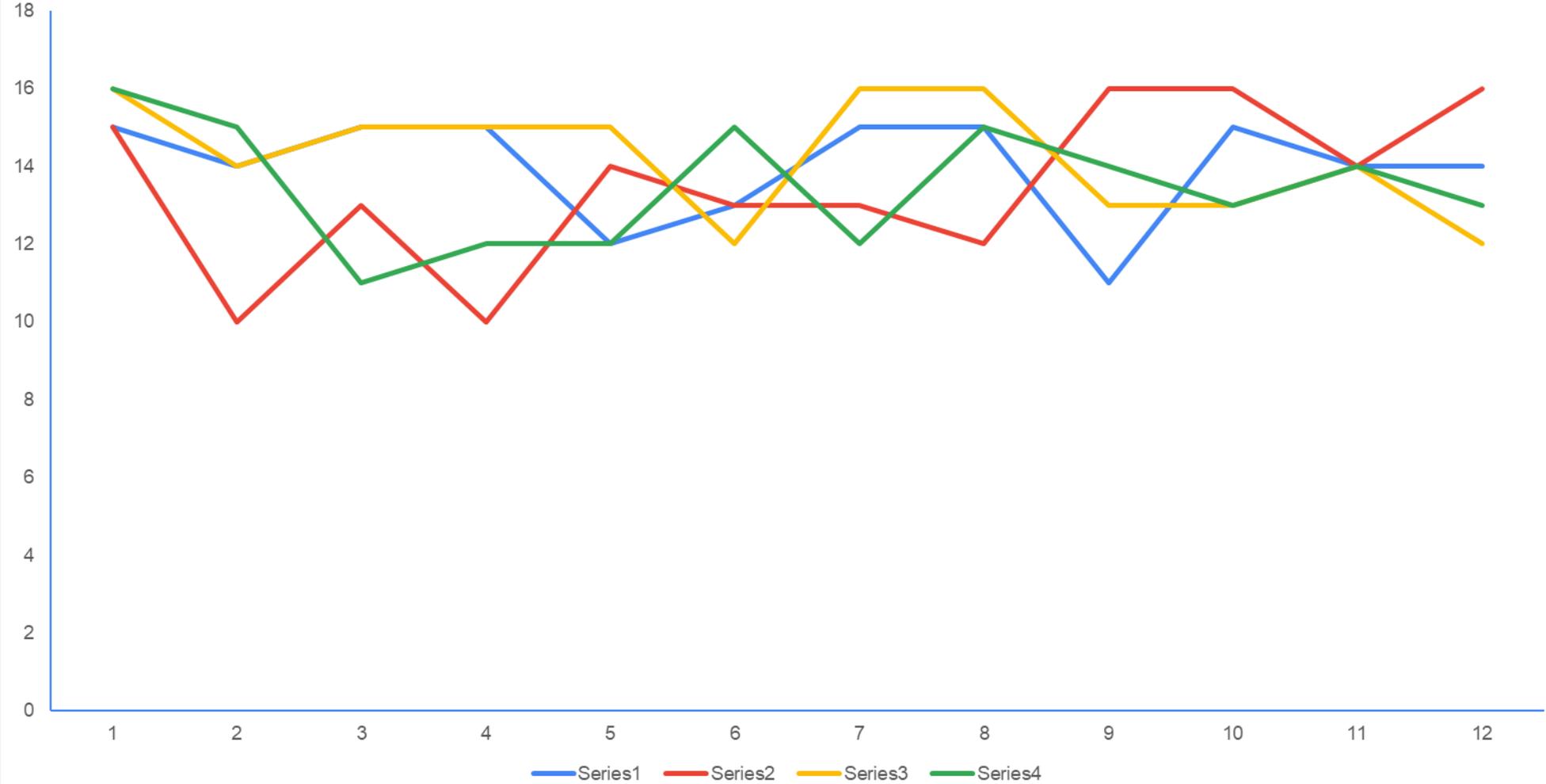
**26  
agencies  
sent 2-5  
staff**

**7  
agencies  
sent 6-  
10 staff**

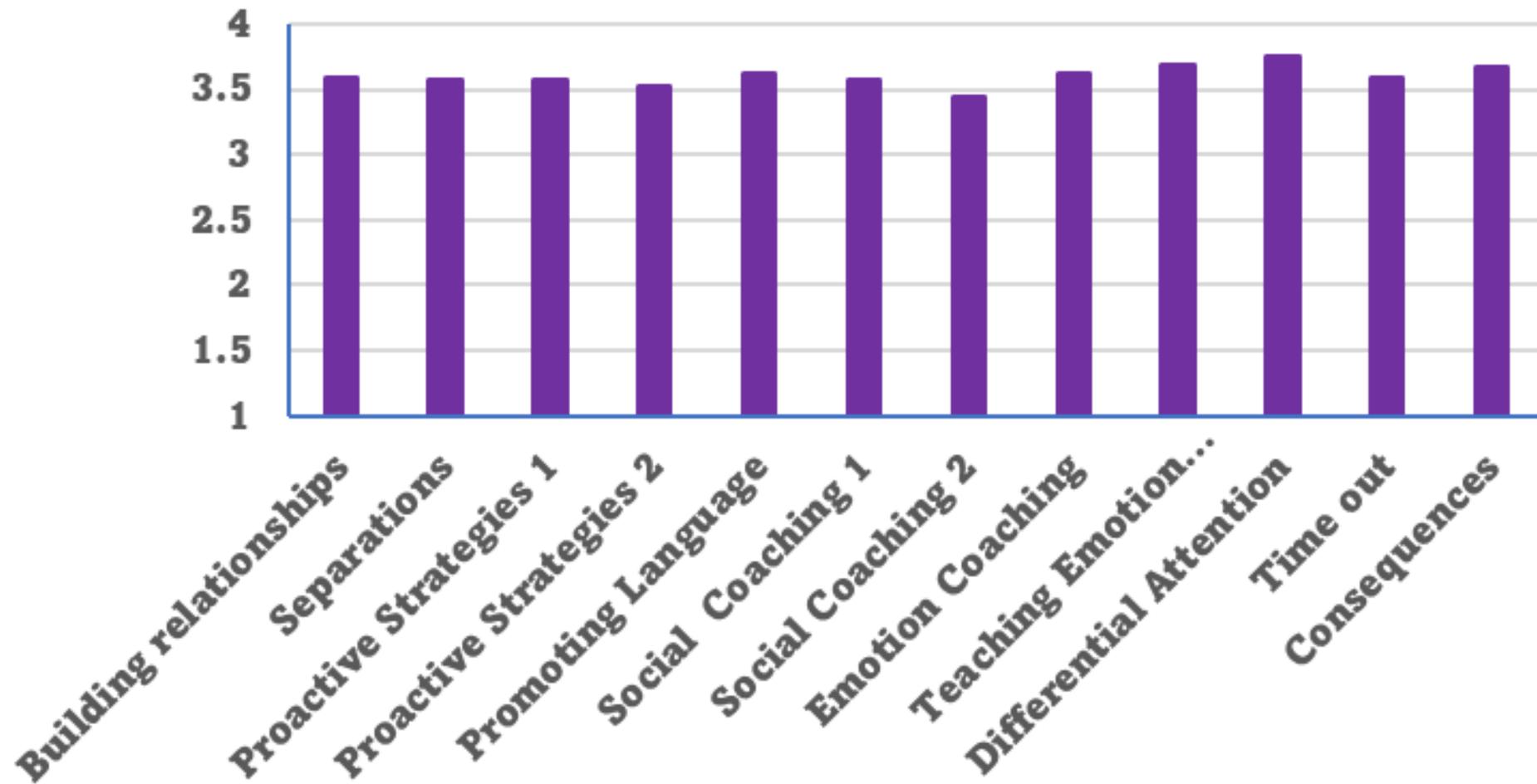
**2  
agencies  
sent 21+  
staff  
each**



Tracking attendance or playing Yeti in my Spaghetti?



## Satisfaction with Content



	<b>M</b>	<b>sd</b>
<b>Overall satisfaction</b>	<b>6.15</b>	<b>.66</b>
<b>Appropriateness of approach</b>	<b>6.20</b>	<b>.87</b>
<b>Expectations of results</b>	<b>6.47</b>	<b>.79</b>
<b>Recommend to others</b>	<b>6.71</b>	<b>.58</b>
<b>Content</b>	<b>6.51</b>	<b>.59</b>
<b>Training strategies</b>	<b>6.50</b>	<b>.64</b>

**IB**  
**Satisfaction**

# Results of Recruitment

## Barriers that challenge the workforce PDs:

- **Training equipment (laptops)**
- **Teacher childcare needs during sessions**
- **Curriculum not available in Spanish**
- **No compensation for training makes it hard to commit**
- **Summer months are a no-go**
- **Participating as an individual**
- **Staff turnover**

## Agency Buy-in:

- **Participant buy-in is tied to their administrator/organization**
- **Your training vs. our training**
- **Administrator support**
  - model active engagement**
  - provide access to technology**
  - encourage staff to embed IY practices within the classroom**
  - encourage coaching uptake**
  - change agency culture**
  - staff are likely to complete training**

# What next?

## Show me the data.

- **RCT of IB**
- **Future of IY now that we are living in a virtual world**
- **More research on the coaching component**
- **Manualizing approaches to coaching**
- **Training other system representatives**
- **Identifying sustainable funding streams**
- **Sustaining an IY workforce**
- **Sustaining programing in the face of turnover**
- **IY wrap around (teacher, parent, child, other providers)**
- **Pairing with autism program**

**“We only  
rise when  
we can all  
rise  
together”**

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