

## Goal Terms and Descriptions

**TBRI:** Trust-based relational intervention (TBRI): A Systemic Approach to Complex Developmental Trauma with training.

TBRI is a holistic approach that is multidisciplinary, flexible, and attachment-centered. It is a trauma-informed intervention that is specifically designed for parents and caregivers of children who come from 'hard places,' such as maltreatment, abuse, neglect, multiple home placements, and violence, but is an approach that can be used by parents and caregivers with all children. TBRI consists of three sets of harmonious principles: Connecting, Empowering, and Correcting. These principles can be used in homes (e.g., birth homes, foster homes, kinship homes, adoptive homes, etc.), schools, orphanages, residential treatment centers, and other environments. They are designed to be used by parents and caregivers with children and youth of all ages and risk levels. TBRI is based upon how optimal development *should* have occurred. By helping caregivers understand what should have happened in early development (including prenatal development), TBRI principles can be used by parents and caregivers to help guide children and youth back to their natural developmental trajectory.

**S.M.A.R.T** Stimulating Maturity through Accelerated Readiness Training

*Related to the Framework:*

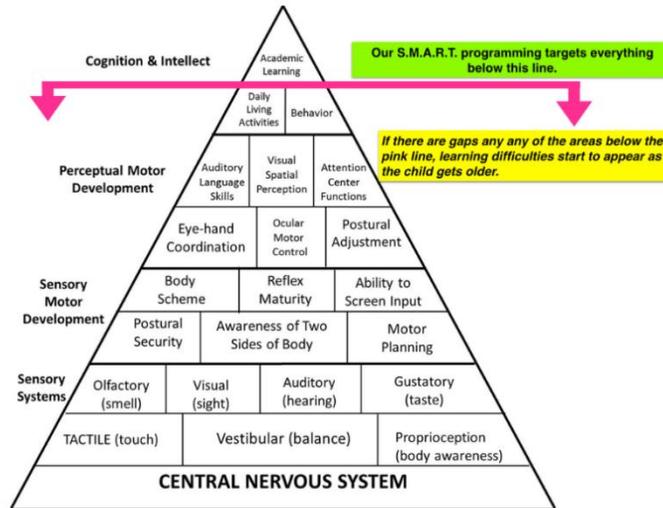
Goal IT – PMP 3 Child demonstrates effective and efficient use of large muscles for movement and position.

Goal IT-PMP 4 Child demonstrates effective and efficient use of large muscles to explore the environment.

Goal IT –PMP-5 Child uses sensory information and body awareness to understand how their body relates to the environment.

It is a program that benefits ALL children. ATTENTION, ACQUISITION, RETENTION, and PRODUCTION ABILITIES are increased. The philosophy of S.M.A.R.T is that success or failure begins early and a strong program of readiness stimulation can boost substantial increases in the proportions of children who are ready to respond favorably to academic instruction in the foundational primary grades. S.M.A.R.T. strengthens neurological and physiological functioning to promote richer connections among neural pathways so that attention, acquisition, retention and production abilities are increased. The repetition and frequency of these activities create new opportunities for the body and brain to learn in additional ways.

S.M.A.R.T works because certain kinds of exercises can produce chemical alterations that give us stronger, healthier and happier brains, equipping us to think, remember, and learn. Due to the comprehensive and intensive programming of SMART, children’s bodies and brains make quick permanent neurological changes that make learning and overall functioning easier.



Williams Shellenberger Learning Pyramid

**Self-regulation:**

Self-regulation is the ability to manage your emotions and behavior in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations and to handle frustration without an outburst. It is a set of skills that enables children, as they mature, to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings.

**Executive Function:**

Executive Function includes working memory, cognitive flexibility(also known as flexible thinking, and inhibitory control [self-control]. Executive function is responsible for these five skills: paying attention, organizing and planning, initiating tasks and staying focused on them, regulating emotions and self-monitoring (keeping track of what you are doing).

**GOAL 1). Building Awareness - SCCD, INC./Head Start will build more partnerships through increased awareness of the program.**

**Objective 1a)** We will increase awareness through increased social media usage by staff, parents, and community by 10%.

**Baseline/Data Collection and Analysis**

Social Media Traffic-A baseline will be established to measure the amount of current traffic on existing the program social media monthly for one year. The following year, after implemented changes, monthly data will again be collected. Data will be analyzed to monitor progress toward the goal, and needed revisions or changes to the action plan.

**Actions:**

**Year 1**

\*Members of the Staff and Volunteers of PC and Board will determine:

- Existing social media being used by the program, what is desired to be used, the best way to collect social media usage, and when to begin to collect baseline data.

\*Committees will be formed as follows:

- Website Enhancement Team: Explore other websites to determine what is desired for the program’s website, gather input from stakeholders, ensure that the website supports Goal 1, explore options and costs, determine who will maintain the website and how, create an action plan which may include training for staff, and make recommendations that are shared with all stakeholders for input and respond to questions and concerns.
- Other Social Media: Explore other social media options that the program could use, gather input from stakeholders, determine costs, create an action, explore and make recommendations that are shared with all stakeholders for input, respond to questions and concerns.

**Year 2**

- Allocate and budget funds as needed
- Implementation of changes, monitoring, and data analysis

**Years 3-5**

- Revise the action plan as needed, continue to monitor and collect data

**Expected Outcome:** Increased social media will result in more community awareness which will then help with recruitment, enrollment and increased partners with Head Start.

**Challenges:** Cost of updating information, and maintaining the web presence desired, knowing the correct people to contact relative to awareness, lack of personnel, training for staff, maintaining the social media.

**Objective 1b)** We will increase awareness through increasing personal contact efforts with community, organizations, agencies, and partners by 2% each quarter for a year.

**Baseline/Data Collection and Analysis**

Surveys - A survey measuring awareness of Head Start services provided will be done in the Spring of 2019. A follow-up survey will be done each Spring to analyze increased awareness by surveying a similar population with the same survey.

Contact Logs - A baseline log will be used the first year to determine the number of existing personal contacts, and will be analyzed to determine the number of personal contacts by the program in a given year. The following year the same contact log will be utilized, but the action plan will be put into place and will be monitored monthly for progress toward the goal.

**Actions:**

**Year 1**

The staff and stakeholders will:

- Brainstorm a list of all personal contacts that typically happen throughout the year, make a list of all informal and formal partnerships throughout the program, create a recommend data log and survey to be used, brainstorm ideas for extended personal contacts and devise an action plan,

**Year 2**

- Determine what potential partners exist in each region, determine what we have to offer the potential partner and what they could provide for the program, determine the best approaches and people to reach out to partners, present to the potential partner information regarding the benefits of a partnership by sharing information related to the program.

**Years 3, 4 and 5**

- Implement and monitor action plan and effectiveness.

**Every Year**

- Keep a log of personal contacts for a year which includes a list of who, how often, when, and the type of contacts that are done. This will be due on the 15<sup>th</sup> of each month.
- Analyze progress toward the goal, monitor, revise action plan as needed.
- Share information with all stakeholders for input and questions.

**Expected Outcome:** More personal contacts will lead to more opportunities for awareness which will then lead to more opportunities for partnerships.

**Challenges:** Organizations that will not allow time for improved awareness of the program, more paperwork for staff to fill out, staff members not comfortable with making personal contacts.

**Objective 1c)** We will increase awareness that SCCD, Inc. is Head Start through utilizing consistent and updated print material and branding efforts by developing and distributing new print and branding materials across the 16 counties.

**Baseline/Data Collection and Analysis**

Surveys - A survey measuring awareness of Head Start services provided, will be done in the Spring of 2019 and included with the survey given for Objective 1b. A follow-up survey will be done each Spring to analyze increased awareness by using a similar population and the same survey.

**Actions:**

**Year 1**

A committee will be formed that will:

- Gather all current print material from all sites and agencies that are being used for awareness, review all materials, determine what needs to be changed and updated, determine branding ideas to be used on all materials.

**Year 2**

- Get estimated costs, and identify contracted service providers as needed and an action plan will be developed, allocate budget for awareness involving all staff members, PC, board and parent volunteers, teams will be determined. Each team will create one new “assigned” print material each quarter to be shared with everyone over the course of 2 years.

**Years 3, 4, 5**

- Create a strategic plan for disbursement across the 16 counties and how this will be done throughout the year, allocate funds as needed.

**Every Year**

- Analyze progress toward the goal, monitor, and revise action plan as needed.
- Share information with all stakeholders for input and questions.

**Expected Outcome:** Currently the term “SCCD, Inc.” is used throughout the print material and often doesn’t include any terminology related to “Head Start”. It has often been noted that people do not associate SCCD, Inc. with Head Start. We would expect that if we build awareness that SCCD, Inc IS Head Start spanning 16 counties, this will help create awareness of where Head Start Services are available. If someone is already familiar with Head Start, they will make a connection that currently doesn’t exist.

**Challenges:** For 40 years the term SCCD, Inc has been used and it may be expensive to get all existing places this is used changed. Part of the challenge is that SCCD, Inc stands for South Central Child Development The words South Central is used in several different educational settings in a small radius and can be confused with other entities. SCCD, Inc., is located in a building that is leased from South Central Early Childhood which has nothing to do with Head Start, close to a high school, South Central, and the program works with and is close in proximity to an educational cooperative named South Central Cooperative. Creating and branding our own unique identity may be a challenge as our legal name is SCCD, Inc.

**Objective 1d)** We will increase the number of partnerships with the community, schools, agencies, and organizations across the program by 1% each year for 5 years.

**Baseline/Data Collection and Analysis**

*Contact and Partnership Logs and Agreements* - The same contact log as used in Objective 1b will be used to determine strong, weak and missed opportunities. After determining all available partners in each county, it will be compared to existing partnerships. The baseline will be determined by gathering the number partnerships amongst those listed. After the implementation of the action plan, we will document the number of new, attempted, and strengthened partnerships.

*Perception Data* - A perception data survey will be done with existing partners and with all

staff members who interact with that partner related to the strength of the partnership, areas, and areas that could be improved. This will be used to help determine the strengths of the partnerships. Perception data will also be used with potential new partners and analyzed after the action plan to partner with them has been fulfilled.

**Actions:**

**Year 1**

**A committee will:**

- Develop a baseline survey information from Objective 1.b, form or combine committees, conduct a gap analysis of existing resources and potential partners, create a list of current strong, weak and non-existent partnerships.

**Year 2**

- Determine what the program can offer them, and what they can offer the program, determine the best approach for reaching out to potential partners and determine who will reach out to them, where, when, and how this will take place, and devise and implement an action plan which will all be included on an action plan.

**Years 2, 3, 4, 5**

- Implement the action plan

**Every Year**

- Analyze progress toward the goal, monitor, revise action plan as needed.
- Share information with all stakeholders for input and questions.

**Expected Outcome:** Increased staff morale and pride and a sense of TEAM, more awareness will lead to more partnership opportunities. More visibility, awareness, and personal contacts will led to more and stronger partnerships.

**Challenges:** Organizations that will not allow time for improved awareness of the program, more paperwork for staff to fill out, staff members not comfortable with making personal contacts.

**School Readiness GOAL 2)** Children will be better prepared for school by enhancing their brains through utilizing self-regulation and executive functioning and participation in a nurture group.

**Objective 2a)**

**Focus Area-Domain Social/Emotional:** *Trust-based relational intervention (TBRI): A Systemic Approach to Complex Developmental Trauma* with training and implementation of a Nurture Group.

After implementation of TBRI strategies through a Nurture Group, we will see an increase in the specific scores on TSG in the following areas:

- 1) Receive/seek out nurturing care (Goal P-SE 2)
- 2) Give nurturing care (physical and emotional (Goal P- SE 7)
- 3) Negotiate needs/developing voice (Goal P-SE 1, 10)
- 4) Be autonomous (Goal P- SE 10)

**Baseline/Data Collection and Analysis**

*Attitudes Related to Trauma Informed Care scale (ARTIC) - Baseline data will be collected using ARTIC from teachers, managers, and family service workers. Post data will be done at the end of the first year with the same staff members to compare scores.*

*TSG – Baseline data will be collected in October for the students that year. Growth data will be collected in January and April of each year. We will specifically look at the goal areas described in the alignment document; TBRI Goals Alignment with ELOF and TSG. We will measure the growth of this group of students throughout the year and compare that to past years on TSG to see if there has been more of an impact on the areas identified above in Objective 2a. **\*See the TSG alignment to Framework document in the uploaded supplemental documents.***

*Developmental Profile (DP-3) – Children at the Yankton Center that are participating in the University of South Dakota supplemental training and feedback will also be scored using the (DP- 3). This assessment will measure physical, adaptive behavior, social-emotional, cognitive and communication. A baseline will be completed during the first semester of the year. At the end of the year it will be conducted again.*

**Actions:**

**Year 1 and 2**

**Focus Area-Domain Social/Emotional:** *Trust-based relational intervention (TBRI): A Systemic Approach to Complex Developmental Trauma* with training and implementation of a Nurture Group.

- Training on nurture group activities
  1. Receive/seek out nurturing care (Goal P-SE 2)
  2. Give nurturing care (physical and emotional (Goal P- SE 7)
  3. Negotiate needs/developing voice (Goal P-SE 1, 10)
  4. Be autonomous (Goal P- SE 10)

**\*\*See the TBRI Goals Alignment with ELOF and TSG document in the uploaded supplemental documents.**

- TBRI Training on strategies to connect, empower, and correct.  
Empowerment—attention to physical needs;  
Connection—attention to attachment needs; and  
Correction—attention to behavioral needs.
- An action and sustainability plan to include continued on-going implementation supports, and coaching for all teachers.
- Cost determination for up-coming years for training, and point of contact.

**Additional for some teachers and teacher assistants:**

Volunteer Teachers and teacher assistants: Teachers who volunteer after an initial overview of ACES and TBRI will be required to complete 15 hours of additional training by a University of South Dakota therapist, more intensive meetings and training will be conducted, a plan for ongoing support and a plan for coaching will be developed, teachers will implement the strategies in their classrooms.

## Year 2

Focus Area-Domain Social/Emotional: Executive Function and Self-Regulation

- Upon completion of the first year of training, staff will continue to implement the learned strategies, and receive coaching and feedback.
- Train a manager to be the point of contact for TBRI, Executive Function and Self-Regulation.
- Parents will be educated on executive function and self-regulation.
- Information and modeling for parents will be conducted in person on home-visits, modeled at socializations, and provided through links to videos on our website.
- Cost analysis and budgeting for Stimulating Maturity through Accelerated Readiness Training (SMART) room implementation.
- Explore and/or create a rubric to measure the child's ability in the areas of gross motor skills.

## Year 3

Focus Area: - Domain Perceptual, Motor, and Physical Development Stimulating Maturity through Accelerated Readiness Training (S.M.A.R.T).

*Related to the Framework:*

Goal IT – PMP 3 Child demonstrates effective and efficient use of large muscles for movement and position.

Goal IT-PMP 4 Child demonstrates effective and efficient use of large muscles to explore the environment.

Goal IT –PMP-5 Child uses sensory information and body awareness to understand how their body relates to the environment.

## Years 4 and 5

- Coaching and feedback on implementation of a nurturing group, executive function, self-regulation and S.M.A.R.T.

## Every Year

- Sustainability plan for TBRI, Nurturing Groups, Executive Function, and Self-Regulation.

**Expected Outcome:** Developing parts of the brain that may be under developed coupled with strategies to enhance gross motor skills, self-regulation, and executive function will lead to more school readiness. They will be more emotionally, and physically ready to enter Kindergarten. They will be more academically ready to learn when other parts of the brain have been fully developed.

**Challenges:** Turn-around for some children could take longer, teachers may not see immediate results and quite using the strategies, absences from Head Start means they could miss essential lessons.

