

Got Evidence? Where to Find and How to Use It to Make Sound Decisions About Evidence-Based Practices

[Slide 1 – Got Evidence? Where to Find and How to Use It to Make Sound Decisions About Evidence-Based Practices]: Monica Mathur-Kalluri: Alright, let's get started. Tanner are we recording?

Tanner Petry: Yes

[Slide 2 – Got Evidence? Where to Find and How to Use It to Make Sound Decisions About Evidence-Based Practices]: Monica Mathur-Kalluri: Okay so, hello everyone and welcome to our webinar series *Got Evidence? Where to find it and How to Use It to Make Sound Decisions About Evidence-Based Practices*. My name is Monica Mathur-Kalluri and I work on the National Center for Systemic Improvement. Our center supports states in their work towards improving outcomes for infants, toddlers, children and youth with disabilities. We provide customized technical assistance to help increase the capacity at the state level so that the states are really able to support implementation of evidence-based practices at the local level.

And we do this through a variety of ways. Some of you may be involved in our Cross-State Learning Collaboratives. Other's of you, we have a state TA Facilitator for each state. And so, some of you may work with us in that way. And then we also do opportunities like this where we get to actually talk with many of you who directly touch children and families.

And so, today is the first part of a two-part series where we're going to get some time to focus on how we make decisions when working with children and families. So, we're really talking today about the process. A process that we use to find evidence from a variety of sources and how we integrate that information to make informed decisions. Both about policy and practice.

And I know in the responses that you all did in the Webinar sign up, a lot of you talked about wanting very similar things. You asked things like you know, we need help with identifying what strategy to use and when because not all strategies work in all circumstance. And then how do you choose? That was like the very common piece that we heard. It was how do you choose? How do you discern among the resources?

So, that's kind of what we're really going to focus on today. It's that process. And how to choose and a broader way of thinking. What we will not be doing on the webinar today is talking about any one specific evidence-based practice or recommended practice for working with a family. The Webinar series is not about any one model or therapy type. It's truly focused on this idea of this process that we use to make decisions.

And that can be applied almost anywhere. Whether it's to work with a child to try to figure out how to support the child and family where the child keeps fighting their peers. Or if it's how to; at a state level, how to select an evidence-based practice for statewide implementation with a population from a certain cultural background. And so, it can be used in a variety of ways.

And one thing that I would like to acknowledge before we get in there is that in your registration responses, there was also a desire for research for very specific populations. People were saying oh, we need evidence-based practice for such and such or such and such. And we do understand that although it's much better than say ten years ago, but there still is not as much research as we would like in this early childhood field and not specific enough to look at every different population and type of service. So, we don't unfortunately have any magic answers for that.

But we do hope to remind you of some of the other sources of evidence that are just as important to consider. And then, how to think about those research pieces that are not exactly on the topic that you might be looking for but how to still think about them and use them. Next slide please.

[Slide 3 – Presenters]: So, today I would like to introduce you to our team from the National Center for Systemic Improvement who's been involved with both with creating the tools that we're going to be sharing today as well as really initiating, recording and scheduling this webinar. So, Taletha and I will be the primary presenters for today's call. While Angela and Virginia you will probably hear from them in the chat. And then, you'll hear from some different voices the next time. Next slide.

[Slide 4 – Who is on this Call?]: So that was us. And now a little bit about you. We've got; I don't know if it's yet but, we've got people from I think forty-eight states and territories. And so, I'm hoping that you are all able to get in. I see a few people are having some issues. But, it sounds like we're going to have people from a lot of different states with a lot of different perspectives. Next slide please.

[Slide 5 – Where Do You Work?]: And so, I'll start with this poll question. We wanted to know a little bit more about you. So, where do you work? And Tanner if you could open up the poll, thank you. Just respond to it and Tanner will close the poll when we have enough people. Can you all hear me okay?

Evelyn: Yep, you're okay.

Monica Mathur-Kalluri: Great okay, thank you. Thanks Evelyn.

Sheryl: The results are still rolling in.

Monica Mathur-Kalluri: Okay, hi Sheryl. Great

Presenter One: Alright, it looks like we've hit a plateau here.

Monica Mathur-Kalluri: Okay, great.

Presenter One: I'll share the results.

Monica Mathur-Kalluri: Okay so, people on this poll were; the responses were that the majority of the people are Part C 619 State Agency level folks. We have the next highest level is with state TA. And then there are some with Early Care and Education, National TA Centers and then other which we're seeing from people in the chat box from a variety of different disciplines. So, what that tells me is that we have people from a lot of different perspectives who are going to be on this call. And so, we hope that during this Webinar that you'll be able to engage in the content and bring those diverse perspectives to our webinar today. Next slide.

[Slide 6 – Your Tools to Engage!]: You can engage in the discussion by using; there's this tool bar at the bottom usually of your screen. And if you click on the three dots there's a little pop-up box that will come up and at the very top, it says chat. So, if you click on that; and then make sure that your chats are addressed to everyone and not just to the presenter. Because those will just go to Tanner.

So, please feel free to chat throughout the Webinar like I mentioned. We have a few people who are waiting and excited to engage with you all. There is also a button on the left most of that panel which says mute and unmute. And there will be a time at the end of the webinar where we'll have some time where we can all talk together, and you're welcome to unmute at that time. Next slide please.

[Slide 7 – Learning Objectives]: So, before we get into the learning objectives I do just want to emphasize again that your stories, your questions; we all will learn better from hearing them. And so, the learning is in your hands on something like a webinar. Where you have the choice to really engage or you have the choice to you know do e-mail on the side. And how much you get out of it has the potential to really change how you think about things. And hopefully even in how you provide services for children and families.

So, if you have a sheet of paper handy or; I do sticky notes on my screen but whatever works for you. Throughout the webinar, use this time to really think about what next steps do you want to do because you're on here? Is there a website you want to follow up on? Is there a question that comes up for you? So, maybe like have some different columns for general notes, questions you have perhaps and then that really important thing of next steps.

So, that it's not just a webinar that you come to and listen to today. But, it's really a time where you're intentionally thinking about how you're going to apply this to the work that you go back to, that important work that you all do for children and families. So, alright and one last housekeeping note is if you would like to have a speaker view; so, whoever is speaking instead of seeing the whole gallery. You have that option I think it's in the top right that will either say speaker view or gallery view. So, you can see whomever of us is talking. It's a little easier sometimes to focus when you can see the person.

So, let's begin. Here are our learning objectives. To explain the history behind and the importance of the three circles of evidence in selecting evidence-based practices in early

childhood. To describe the steps of evidence-based decision making as presented in NCSI's guide. And use the first step in the process to define a question. For this webinar, we will be sharing some resources and then also a four-step process. And then actually we will be walking you through some of those steps. Next slide.

[Slide 8 – NCSI Resources]: So, the four; the different tools that I just mentioned or the three resources that we have are got evidence. The video that we will be showing in minute. The three circles of Evidence-Based Decision Making in Early Childhood. And the Best Available Research Evidence tool. And you'll soon hear; I'm going to share the video with you shortly. About how this idea of evidence-based practice is really not a new one.

Since 2002 there was under; for General Education under No Child Left Behind and in 2004 for IDEA for Special Education. Legislation has always been emphasizing the importance of effective evidence-based practices in education. And then, I think a lot of you more recently are involved in the State Systemic Improvement Plans. Which you also know specifically requires the selection and implementation of evidence-based practices to improve outcomes for children and their families.

And as we worked these last few years with states, we're increasingly hearing about how; what a difficult concept this is. This idea of evidence-based practices and identifying and implementing them. And explaining them to stakeholders ranging from families to upper management. So, we came up with this quick video. It's about six minutes and we hope that its kind of specifically explains what it means to do; to use evidence-based decision making for professionals at all levels. So, let's start by watching this video.

[Slide 9 – Presenting: Got Evidence? Some Questions and Answers about Evidence-Based Practices in Early Childhood]: And again, as you're watching you may want to take a few notes in that last column about how you might be able to use this resource in your work. Go ahead Tanner.

[Slide 10 – Video]: Video Presenter: Got evidence? Some questions and answers about evidence-based practices in early childhood. We all hear the phrase evidence-based practices also known as EBPs a lot these days. We've been told that EBPs lead to better services and supports for children and families and that sounds like a great idea. But, what exactly are evidence-based practices? Here's a brief history.

The term evidence-based practice originated in the early nineties in medicine. Prior to that, doctors got new knowledge mainly from textbooks or from more experienced physicians. But with the shift to EBPs, doctor's were encouraged to think more in terms of evidence. This meant that they needed to look to new sources of knowledge to make medical decisions. The best available research for starters but also; and this was a really new idea. They were told to integrate the best available research evidence with clinical judgement and patient values.

Okay, that makes sense. But, how does evidence-based medicine translate to evidence-based practices in early childhood? In early childhood, evidence-based practice means using multiple sources of evidence to find effective interventions that are most likely to work for children and families in a particular context. The idea of integrating research

with other sources of knowledge to select EBPs is a radical idea for early childhood. Just as it is for medicine,

But how does this work exactly? Where can you find these EBPs? And how do you know if these are right for your situation? Let's imagine that you are looking for practices to support language or social emotional development in young children with developmental disabilities for your state or local program.

Your first step is to look for research evidence on these topics. Specifically, you'll want to look for research evidence showing the effectiveness of interventions for improving children's language or social emotional development. As you look for research evidence, you'll want to consider these features. The feasibility, acceptability, impact and relevance of the research.

It's important to look at the feasibility of the intervention for your state or local program to implement. Some of the factors that will affect feasibility include the cost of the intervention. The need for specialized training or credentials or the complexity of the intervention. It is also important to consider whether there is evidence that families and practitioners find the intervention to be acceptable and useful.

Impact means that there is evidence that the practice produces positive results on children's development. That it is effective, and you'll want to know how much evidence exists and then the strengths of the effects. And whether these are small, moderate or large. Relevance means that the research has been conducted with children and families who share similar characteristics with the children and families with whom you work. These characteristics would include the ages and developmental abilities of the children and the racial, ethnic, cultural and socio-economic characteristics of the families.

If you don't find any direct research evidence for your particular context, you can still consider interventions for children and families who are different from those in your program. This is known as the Best Available Research Evidence. So, where can you find research on EBPs? You can search for evidence on your own but, there are websites that provide access to summaries and collections of research on interventions.

These sites do a lot of hard work in evaluating the quality of individual studies and summarizing the body of evidence for a particular intervention. Go to the link at the end of the video for a list of websites. So, let's imagine that you've gone to one of these websites and you've identified a possible EBP addressing children's language or social emotional development for your state or local program.

How do you use research evidence to select an EBP? You can use out guiding questions to determine if the practice is fair. Feasible, acceptable, impactful and relevant. To assess feasibility, ask who used the intervention and where? In homes or centers? To assess acceptability, ask was the intervention acceptable to families and providers? To assess impact, ask did the intervention work? And finally, to assess relevance ask what are the key features of the intervention? Are the children and the families in the studies similar to or different to the children and the families in your program?

Research evidence is important. But, it isn't the only source of evidence you should consider in selecting an EBP. The wisdom and values of families and professionals are also important sources of evidence. You can find these other sources of evidence on websites for professional organizations, technical assistance centers and parent training and Information Centers. Look for early childhood policy briefs, position statements, practice guidelines and frameworks, professional program and early learning standards and parent training and information center resources.

And talk with the family. Look at the intervention together. Ask them about the family's and the child's priorities and preferences. Asking these questions and considering the answers will assist you in finding an appropriate EBP for your state or local context. Got evidence? Good, let's get going.

Monica Mathur-Kalluri: Okay, next slide please.

[Slide 11 – How Might You Use This Video?]: So, we hope that you liked that video and that it's going to be helpful in your states and in your practices to be using with other people that you work with and; as well as the families and decision makers. If you have some thoughts? I don't know if you've already used the video. It's been out for a little while now. Or if you've jotted something down in that column of what you might do with this video.

Please, we'd love to hear. Just share it in the chat. And we'll keep going but, we'd love for you to start sharing in the chat. Next slide please.

[Slide 12 – Three Circles of Evidence-Based Decision-Making in Early Childhood: A Guide]: Okay so, one of the concepts that was mentioned was these Three Circles of Evidence-Based Decision Making in early childhood. And so, now we're going to introduce a guide that we've created that addresses this area. Next slide please.

[Slide 13 - Three Circles of Evidence-Based Decision-Making in Early Childhood]: So, this guide provides a description of what we're calling the three different circles of evidence. These are the best available research evidence, professional wisdom and values and family wisdom and values. There are steps in the evidence-based decision-making process that collects and integrates evidence from all three circles to inform the selection of Evidence-Based Practices. Next slide please.

[Slide 14 – Three Circles of Evidence-Based Decision-Making in Early Childhood]: And this is what the resource looks like. I think that Angela already stuck the; already put the link to this resource in the chat box. It goes over the three circles and the four different steps that we're going to be talking about shortly. Next slide please.

[Slide 15 – Steps of Evidence-Based Decision-Making]: The four steps; the four steps of evidence-based decision-making are defining your question. Then you consider the evidence from all of these different circles. Appraise the evidence that you've gathered. Make an evidence-based decision is the final step. So, let's think about this with an everyday example.

So, say that I am looking to buy a car and I was thinking buying a Prius. I live in San Francisco and I'm thinking does a Prius work for me living here where all the hills are? And so, I have to first define my question. So, my specific questions would be something around is the Prius a good car for me and my family? So, I need to be able to fit two car seats in it too. So, is the Prius a good car for me and my family when we're living in San Francisco to be economical? Or something like that.

I then consider the evidence from all of the three circles. Where one the best research evidence might be the Blue Book that's known to have good ratings and everything else. Professional wisdom and values, I might go to my mechanic. I might find out more from him about what he thinks about the Prius. I might look up; online these days they've got the ten best cars. You know here are the pros and cons of every car or the Prius.

And then I also have to consider my own; my own family wisdom and values. So, is this a car that makes sense for us? Is it; my friend has a Prius and I know that she likes it. So, that might be something in my values as well. I also know that it needs to be silver because, that's the color that my kids want. So, there's no value or whatever but, that is the color that it has to be. So, if the Prius doesn't come in silver then we're not getting it. Then finally, I know that our family value might be that we want to be as environmentally friendly as we can, and we know that Prius' are good for that.

So, I now have three different sets of evidence that I can appraise, integrate and think about. And then I can make an evidence-based decision. Based on that; whether I get to buy that Prius or not. Fingers crossed that it works out that I get one. Next slide please.

[Slide 16 – Step 1: Define Your Question]: So, today we're going to do as I mentioned earlier an overview of all four of those steps. And then we're going to start digging more deeply into each of those steps in the next two webinars. So, there are some specific components of a question that you want to include. So, there are characteristics of the children and families, the type of intervention and finally the desired child and family outcomes.

So, for me I have some characteristics. I have kids, I have car seats, we live in a hilly area. The type of intervention was Prius or no Prius. The desired child and family outcome was that we want to be good to the environment and get something economical that works for us. Similarly, for children and families, the best research evidence is research evidence showing; well, I'm going to actually keep going. Next slide please.

[Slide 17 – Step 2: Consider the Evidence from All Three Circles]: So, after that step two is considering the evidence from all three circles. And so, Taletha is now going to help us to think a little bit more deeply about each of these three circles. Which are the best available research evidence. So, research evidence showing if the intervention resulted in positive and meaningful impacts on desired outcomes. There's professional wisdom and values. So, the experiences, beliefs, values, priorities and perspectives of practitioners as they relate to a specific intervention. And finally, that family wisdom and values. The experiences, beliefs, value, priorities and perspectives of the families as they relate to a specific intervention. Taletha, you're muted.

Taletha Derrington: Thank you Monica. Next slide please Tanner.

[Slide 18 – Step 2: Consider the Evidence from Research]: So, this next resource is mentioned basically in the video. It's called the BARE tool or Best Available Research Evidence. It provides a listing of sites with regards to those with rigorous review standards for evaluating evidence that are updated. Other aggregating sites that don't have quite as high rigor; rigorous setting process. And then interventions with emerging research; usually some developers. So again, just a listing not an exhaustive list. Next slide please.

[Slide 19 – Step 2: Consider the Evidence from Research – Use NCSI's BARE Tool]: And Angela did put the link in the chat earlier if you want to explore it. In addition to the website name which is a resource it's hyperlinked to that site. You might have to do a redirect click to it. The tool provides information to help you decide whether you want to actually go to the site at all. You know whether it really matches what you're really looking for.

So, the information that's included is like the primary focus. Is it a home doing it, a program at a site? Is this for education that's focused on health or social topics etcetera? And then, it indicates whether the sites provide a searchable database. And so, instead of putting in a search like does it have filters? Research synthesis; like so, it synthesizes the research evidence and what was found and what was not.

There is a summary of the intervention and effectiveness ratings or a summary. And then it also indicates whether the site includes research-based practice for children from the age of zero to two, three to five or both. And whether there's information that relevant to family interventions. Actually, a lot of early childhood interventions are family interventions. But also, information about professional development for the practice and implementation of the practice to support and sustain with you. So, please the next slide and we'll kind of dig into that.

[Slide 20 – Step 2: Consider the Family Wisdom and Values Evidence]: In the next webinar, we'll be looking at that tool. So again; so, the next circle if family wisdom and values. And this includes those from the individual or a particular family with whom the evidence-based practice is being considered. As well as the collective wisdom and values evidence of families that reflect the characteristics of the family that you are serving and you're wondering about.

So, the kinds of evidence and again this is kind of covered in the video. But to reiterate it, what do families already know and what is important to them? So, in Monica's example, being environmentally friendly and car seats were important to them. What are the typical family and child routine settings and activities. And then any information that can help determine whether specific interventions did match for families that work with; that you are with or you know the group or the specific family.

So, individual families in your program and the specific family of the child for whom you are selecting EBP directly are important. So again, the video says to talk to the family about that. And then, there are the collective sources that includes family education and

support organizations. Many of which are publicly funded and provide good sources of information both for and about parents.

So, family voices is especially helpful for health-related topics. Hand and voice specializes in information to support families for children who are deaf and or hard of hearing. And parent technical assistance centers post resources such as white papers and topic briefs that are written with the parents in mind. And you can use those collective information that you know its family friendly. And you can also look at child development websites which we don't list here.

But, those are other things for families; the whole point is that it's from the family perspective. And use that information to talk with the families either in you program or the individual family or child that you're working with. So again, engage in those open discussions with them to determine whether that particular approach or practice is feasible, accessible to them. And you can also consider convening family stakeholder groups with members that are representative of the families and children for whom you're; you know looking for the package that you want to implement the practice with. And as well as the demographics etcetera, the setting, the demographics.

So again, the characteristics are a part of the question that Monica talked about earlier. And when convening with a stakeholder group, it's often helpful to partner with a parent leader or a parent center representing it. This will help to facilitate the discussion about what the families know and what their priorities are for their children. So, I know; like you know convening stakeholder group settings.

So, it's also always good to remember that there is almost always more than one possible approach to address a specific issue or to support a desired outcome. So, flexibility and that adapt with component is important in this work. Next slide please.

[Slide 21 – Step 2: Consider the Professional Wisdom and Values Evidence]: So, just as the family does, the professional wisdom and values has a collective and an individual level. So, the individual level includes getting input from the providers of your program and the provider team of that specific child or family. And it's also critical to assess the professional wisdom and values of the professionals working within a program. They are often best suited to the adaptive and technical challenges to implementation of a particular practice.

So, the team included General Education and Special Education, Health, Allied Health they all can be especially helpful in determining how to adjust this to their practice for a particular child or family or a group of children. Because often in early childhood, given the state of the research and just the whole field you might have to adjust things. And we'll get into that a little bit later. But; so, the individual level for both families and professionals can be viewed as stakeholder engagement. And hopefully you've been seeing that seen.

And leading the convening tools that NCSI has on our resource website; our resource library might assist in helping you consider that wisdom and values from the professionals and families and being sure that it's integrated with the research evidence. So again, the

whole idea is not that one circle is more important than the other they are all important. And the other important point is that the research evidence from professionals and families; I mean the evidence from professionals and families is often based on the research.

So, they're not mutually exclusive. And you know, essentially professional websites will you know collate and you know digest information and put it in a way that's feasible. The same, with family sites. They'll collate and digest information so that it's understandable to families.

So, moving on with the collective evidence. You want to again like the video said look for white papers and policy statements and briefs from professional organizations. Next slide.

[Slide 22 – Step 2: Consider the Professional Wisdom and Values Evidence]: So, here is just a sampling of them. It's not an exhaustive list. But, you'll see basically discipline based organizations. So, the American Academy of Pediatrics, the American Occupational Therapy Association, Physical Therapy Association, Psychological Association, Speech-Language and Hearing Association all the you know discipline based and of course the Division for Early Childhood. Next slide please.

[Slide 23 – Step 2: Consider the Professional Wisdom and Values Evidence (cont.)]: So, there's also Head Start Early Childhood Learning and Knowledge Center. The Center for the Education; the National Association for the Education of Young Children. The Centers for Disease Control and Prevention, National Head Start Association and Zero to Three. Again, like I said, these are not; this is not an exhaustive list. You might know of some more. And again, often these sites provide information that distills research evidence.

So, it's not to say that these are separate from research. So, the point again and I want to reiterate what Monica said at the beginning. Which is that we are talking about an overall process. And we want to give a broad range of examples sites for people to think about. It's not an exhaustive list but; and we're not endorsing any one thing in particular.

And I know that we all want just to tell me what to do. But, the idea is that we individualize our services. That's why you have and ISSP, an IEP and ideally you know a regular early childhood setting that actually all sort of customizing what you do with children to support their unique development.

So, becoming fluent in this process is what we're hoping for you and that we're providing some steps for that. And so again, just become aware of some types of sites and begin to explore them so that you know what they have to offer. Next slide please.

[Slide 24 – Step 3: Appraise the Evidence you Gathered – the FAIR Test]: So, you heard about the FAIR test. And that is credit to Angela McGuire for her awesome effort and; and it, it just is. It's FAIR. So, once all of the research has been gathered and the family wisdom and values has been gathered you need to determine what you're going to do. So, using the FAIR test is what we recommend.

Is it feasible and acceptable for the family and the specialist working with the child and families? Is it effective in producing a positive impact? And is it relevant to your identified context? So, considerations for feasibility include readiness and costs. Is there training or specialized equipment required?

You know, is it too big to implement it with fidelity? Are there practical and cultural considerations in aspects of the program that you know help you determine whether it's going to be accessible to families? Some might be too intense; require too much you know, engagement or too intrusive. Others might require you know some adaptation or be a gradual rather than an immediate implementation.

As far as impact and relevance. Research may show effectiveness in general but there may not be an implied transfer of the effectiveness of the specific family or children; the child and family that you're working with. But, that doesn't mean that you can't use it. Some of the elements may require a modification and in these situations it's even more important to ensure that you're monitoring the progress of the children and families.

And finally, you may need to revisit one or more circles. So, in Monica's case you know all of the circles were converging on a Prius. But, it could be that they find something that is like oh well, what about green? I have a friend who has a Leaf and she can't; she doesn't, she can't drive too far if it doesn't have a charging station. So, you know if you want to stay in a small area then you're fine. If you want to go roaming you know up and down the West Coast, East Coast or Alaska then you might need something different. So, you might need to revisit the circles. Next slide please.

[Slide 25 – Step 4: make an Evidence-Based Decision]: So, finally and I've been eluding to this all along. But, you use that evidence and combine it using the FAIR test to help you make the evidence-based decision. And then you need to include planning for implementation and evaluation. And we're not going to talk about that. There are resources about that if you're looking.

We're not going to go in depth into it today. But you know, the implementation you need to think about staff training. Whether there are adjustments that need to be made to match your specific population. Making sure that you have a system of checking, a data system. Assessments to monitor the progress and also to keep, collect and analyze data to collect information.

And then, a solid plan for regularly evaluating the fidelity of implementation and the effectiveness of it. And of course, this is what we all aspire to in a high-quality early childhood current education program. So, now I'll turn it back over to Monica. The next slide please.

[Slide 26 – Let's Practice Step 1]: To dig into step one.

Monica Mathur-Kalluri: Thanks, Taletha. So yes, so, that was kind of our quick overview of the whole process of all four steps. And if anything is coming out to you or if there are questions, please just put them up in the chat. But, now we would like to rally

practice. We would like to spend a little bit of time really thinking and practicing step one and then we'll go through the rest of them on the next Webinar. Next slide please.

[Slide 27 – Step 1: Define Your Question]: So, step one if you remember was defining your question. And there are three pieces that we want to make sure that we have when we're defining our question. One is the characteristic of the children and their families. Two is the type of intervention that we're thinking about. And three is the desired child and family outcome. So, let's take another example; next slide.

[Slide 28 – Step 2: Define Your Question – Example 1]: That's more relevant to the work that we do. So, for children birth to three years old and their families? What models of home visiting are effective for promoting children's developmental outcomes? So, look at this question and Angela if you could put the three characteristics in the chat box. The three characteristics that you are looking for again to remind you are characteristics for children and families, type of intervention and desired family and children outcome.

So, take a second and try to highlight first what is the characteristics of the children and families that we're looking at? And there you go, Angela just put them all in; the characteristics, the type of intervention and the desired outcome. So, does anyone want to put in the chat what are the characteristics of the children and families? You can unmute too I guess. How about I walk through this one. Next slide please

[Slide 29 – Step 1: Define Your Question – Example 1]: So, the characteristics are that it is for children that are three years old and their families. That is our population that we're focused on. Next slide.

[Slide 30 – Step 1: Define Your Question – Example 1]: But, the type of intervention is what are the home modeling? That is what we're looking to find out more about. And finally, next slide.

[Slide 31 – Step 1: Define Your Question – Example 1]: Yeah, next slide. Yeah, the desired outcome is children's developmental outcomes. So, overall for children birth to three years old and their families. What models of home visiting are effective for promoting children's developmental outcomes? That is the whole question that involves all of the different components that we want. So, let's try another one. Next slide.

[Slide 32 – Step 1: Define Your Question – Example 2]: For children in early childhood center-based programs, what interventions are effective for promoting children's language development? So again, go through it and just tease out the three different parts. So, what are the child and family characteristics? What are they; what's the type of intervention? And what's the desired child and family outcome? And this time please do; somebody just note it down in the chat box.

What's the characteristics of the child and family for this one? And I will wait you out. Yes, there we go, thanks Sheryl. Children in early childhood centers. Okay, great. Next slide please

[Slide 33 – Step 1: Define Your Question – Example 2]: There we go. Children in early childhood centers. And then; actually, can you go back one slide Tanner?

[Slide 32 – Step 1: Define Your Question – Example 2]: Thank you. So, now what is the type of intervention? And again, just stick it in the chat box anyone. Okay, what interventions are effective for promoting children’s language development? There we go. And then finally, the desired child and family outcome? Language development yes, thank you. Okay so, let’s go to the next slide please.

[Slide 33 – Step 1: Define Your Question – Example 2]: And the next slide.

[Slide 34 - Step 1: Define Your Question – Example 2]: That would be interventions and then, what’s the next slide?

[Slide 35 – Step 1: Define Your Question – Example 2]: The desired outcome is children’s language development. Yes, you all said it in different ways. We’ll do; let’s do one more example. Next slide.

[Slide 36 – Step 1: Define Your Question – Example 3]: For parents and children from birth to five years old, what parent education and engagement strategies are effective for promoting parenting practices that support children’s social and emotional development? So again, the same three characteristics we’re looking for. The characteristics of the children and families, the type of intervention and the desired child and family. There we go, everyone’s in there getting it quickly. Yes, next; I won’t bother going to the next slide yet.

So, how about the type of intervention? Everyone got the characteristic of children and families. Excellent, I see that everyone is getting it. And so, the type of intervention? Right, what we’re looking to find out more about is yes, parent education and engagement strategies right. That’s what we’re looking for.

And then finally, what is the desired child and family outcome? Right, social and emotional development. So, Tanner do you want to just go through the next three slides?

[Slide 37 – Step 1: Define Your Question – Example 3]: Characteristics

[Slide 38 – Step 1: Define Your Question – Example 3]: There’s the type of intervention. Parent education and engagement strategies.

[Slide 39 – Step 1: Define Your Question – Example 3]: And the desired outcome is parenting practices that support children’s social and emotional development.

[Slide 40 – Step 1: Define Your Question – Things to Consider]: So, I’m going to give you a minute.

[Slide 39 – Step 1: Define Your Question – Example 3]: Before we go to the next slide just to think about some questions in terms of either at a state level to think about what questions you might develop for evidence-based; for evidence-based practices that

you are looking for. Or at a local level, with specific children and families. Think about a question that you might have for a family that you're working with.

Just jot it down for yourself and if you're interested you can put it in the chat. We'd love to see some of your questions. So, if you remember the three characteristics; the three components. The characteristics of the children and families, the type of intervention and the desired child and family outcome. If you have one, we'd love to see it in the chat or if you're still working on it.

I know a lot of you on here so, I might just ask one of you to put one on here otherwise. Yes, if these examples are not in the final slides, we will definitely make sure that you get a copy that have all of the examples in here. Okay, so Sheryl has a question. Thank you, Sheryl.

Parents of children zero to three years old what resources are available to help increase parental involvement? So, does it have the child and family characteristics? Yes, right? It's the parents of children zero to three years old. What's the intervention that they're looking for? It's how to increase parental involvement. And the desired child and family outcome; I'm sorry, the intervention is what resources are available. And then, the desired child and family outcome is to increase parental involvement.

I think Liz is providing a general question. So, I'm going to skip over that one. Okay, let's; does anyone else have any questions they would like to share? What types; thank you Daniele. What types of social-emotional learning curriculum are effective for promoting well-being in children from three to five in Pre-K programs?

Great, the same thing. I'm seeing all of the different components. There's another one. For child care providers birth to four, what interventions or strategies are available to increase development of oral language? Fabulous, okay, great. So, let's click over to Taletha.

[Slide 40 – Step 1: Define Your Question – Things to Consider]: Taletha Derrington: Thank you Monica. So, I was trying to chat. Most of you guys are on the chat box which is awesome. Just to say that there was a question from Cindy about whether these examples are in the slides. The full example is in the slides but the colorful breakdown slide aren't.

And we did that on purpose basically for our colleagues who have different vision and hearing capabilities. It's not 508 friendly but the point is that if you understand the process you can like break it down. So, that's why you are on this webinar.

So, some things to think about. We recommend starting with the BARE circle of evidence. And we do so for several reasons. I know that some people; you might, feel free to start at any circle. But, one reason or several reasons to start from the evidence; the research evidence circle is because research is always changing. And that's part of the reason behind evidence-based medicine and evidence-based practices that we saw in the video.

So, you know in the old day's clinical practitioners; you know you gain, you learn about the evidence from your training and then some text books that are static. But now, everybody in medicine, health care; well that's health care. Early childhood, social services we're encouraged to keep up with the evidence, professional development and etcetera. So, on the one hand you might learn that a specific practice that you and your colleagues have used in the past or that's fairly well known in the field may not actually have strong evidence behind it to back it up.

One of the presentations that we did on that actually people; we looked at one of the sites and they were like oh. I didn't realize that this method that everybody knows about doing is kind of equivocal. So, you know it could be that there are a few high-quality studies on it or that you know there is a body of evidence together that shows that there's mixed results. Or you know if you're not sure.

And it also could be that there are new higher quality studies that have been conducted that like add to a body of evidence showing that it's either better or worse you know than before. And it also might be that there you know a practice that was before norms for the state for one population and now there's new evidence that the practice has been translated in language and also translated in culture to another population. And now, there's new evidence about the relevance of it to your specific population.

So, it's good information to have informed decisions to select a practice and if you select it also decisions about how to implement and evaluate it in your specific case. So, you know another reason is that and this was mentioned earlier in the chat. It's that it can guide you in your searching the collected evidence from professional and family sources. They might not necessarily define a specific practice name. But, more often they provide guidance regarding components.

And so, then you can decide if those components of the professional family circles align with the components of the specific evidence-based practice that you identified in the research. Which is why having an intervention summary is really good to have from a research evidence standpoint. And finally, we recommend that you don't; if you don't find anything in the BARE circle you may need to broaden your question by broadening one or more elements of the question.

So, I put in the chat earlier that your intervention; your type of intervention that is actually a very broad category. It could be a curriculum. It could be a level on, Tier One, Tier Two or Tier Three intervention. Universal, targeted or intensive right. So, you can; sometimes people start to narrow and don't find anything. Sometimes people start too broadly and find too much.

And so, for example you might say you know for children who are Hispanic and under age two blah, blah, blah. And you don't find anything. Or for children from zero to three for etcetera you may not find anything. So, you might need to broaden it to older age groups. So, early intervention and early childhood is quite common to find practices and research for children for you know; for infants and toddlers it's quite common to find an

intervention that's been researched for preschoolers or kindergartners but not with infants and toddlers.

But that doesn't mean you can't necessarily use it; it might actually be a logical and valid application to it. But you want to know that right. Or it could have researched on children who are typically developing but not with a population of children with a disability or a broad range of disabilities or a specific disability that you're working with. But a specific cultural and linguistic background of the family that you're working with.

So again, it might be reasonable to try if research has shown that it's had a positive impact with the other children and families that it's been tried with. And especially if the components align with the professional and family circles. But again, that means that you need to pay particular attention to the implementation and evaluation of it. It also might provide you with an opportunity to partner with researchers and institutes for higher education. You can say hey, we need to build this body of evidence and I need you help in evaluating and implementing it.

So, it could be a win, win situation. And again, this is a process that can help inform you and inform the field. So, essential we suggest considering the words in your question as filters to help you generate a manageable size of practices from the BARE circle to guide the search in the family and professional circles. Next slide please.

[Slide 41 – Discussion]: So, we're going to open it up for a discussion. We; this Webinar was an hour and a half but we're going to let you go early which is nice on a Friday afternoon. But, before we jump into that I just want to alert you to the last few slides. So, if you could just advance the slides Tanner.

[Slide 42 – NCSI Resources]: So, this is one slide that has link; titles to each thing if you want to just share that with your team. Feel free to share the whole presentation but, this is one easy slide. Next slide please.

[Slide 43 – NCSI Contacts]: If you have any questions please feel free to contact any of us. And we really appreciate Jonathan Lemon, he was out animator and was really fun to work with. And Tanner, if you could put the link to the evaluation of the Webinar in the chat. We would really appreciate your feedback on this Webinar. It will help us for the next Webinar that we do. And we hope that you'll attend. Oh, thanks Angela. And Tanner if you could just go back to the discussion questions.

[Slide 41 – Discussion]: So, these are just some ideas. You don't have to respond to them directly. If you have other thoughts, comments or concerns we welcome them. Put them in the chat or if you're feeling like talking feel free to unmute yourself.

I know Tina that you mentioned before in the chat about using this process in Missouri. Could you share a little bit more about that; I don't know if you're still on. Can you share a little bit more about how you used it with providers? And I'm totally putting you on the spot. But if anyone else wants to talk you're welcome to. Let me see if she's still on.

How about others? Have you used this process? Or how would you think about?

Taletha Derrington: They're trying to talk. You might be, in your little chat window if you see your video you might be muted there. And if you click.

Monica Mathur-Kalluri: Yeah, you look fine on our end. Is it your phone or something? So, Michael is asking. There's a great deal of very relevant information in the video. Is there a summary document or could you create a summary document as a companion to the video? I think a lot of the information is also in that three circles document which is a four page I think document.

And so, I would say it has the majority. We could; if there's something in the video that you're feeling would be really relevant that we wish was in a written form, let us know. We can see how we can think about tweaking the other one or creating something. And Michael, feel free to speak up if there's something that you.

Participant One: Sure, I was just thinking of something more like a one-page summary. You know like the FARE process or the FARE test is really nice. Even if it was just some of those things. The FARE process, the BARE analysis or circles, I'm not sure what you call that one. You know just had some of those highlights or maybe a weblink to go to get the document.

Monica Mathur-Kalluri: Yeah

Participant One: I would like to use it with the rest. I work with the statewide technical assistance in Pennsylvania. So, I'm thinking about sharing that with the entire staff. Sharing that with our bureau advisors and typically that's what they like. Sort of what can I walk away with this sort of one-page summary if they're not going to dive into the entire process.

Monica Mathur-Kalluri: Good to know. Tanner, are you able to click on the link that Angela just put in there? The Three Circles of Evidence-Based Decision Making. I don't know if you can share that screen. It does; it walks through most of those components. We'll take a look and see if there's anything else. But, do take a look at the one; the three circles document.

Taletha Derrington: And I'll just jump in and say that we went back and forth. Your point is well taken Michael. We went back and forth about how long or short this should be. The second page really kind of provides all of the relevant you know; the steps. So, you know if you were wanting to do just one page. There we go, thanks Tanner and then I think you'll need to click into it to open it.

So, the first is just a graphic. And you know maybe; I think the second page has that graphic too and then it splits out the circles.

Participant One: Great

Taletha Derrington: Yeah, I think you just download it. Yeah, this is annoying. Yeah, thank you. Right so, here are the steps.

Participant One: Got it.

Taletha Derrington: And then; so, that all the steps are on that page. If you could just keep scrolling down. And then the next page provides more detail.

Participant One: Right

Taletha Derrington: Right and so, the next page is just resources.

Monica Mathur-Kalluri: If you did it double-sided the first and second pages then it's perfect.

Participant One: No, it looks good and you're absolutely right. It's there, it certainly is; it's all there. So, yeah. Thank you.

Monica Mathur-Kalluri: Okay, great. And Tracy made a comment.

Taletha Derrington: I see Tracy you know saying that she would use the BARE but then she also has a small District. And we appreciate that. You know we all wish there were more of us and that we had more time; you know ninety-six hours in a day. So again, the whole idea is don't expect the world right now. Learn it as a process. You know you can use it with families as Angela had mentioned earlier in the chat. Families do research on the web all the time and then might come to you with an evidence-based practice or something that they think is evidence based.

So, you can help them learn the process. So, it's kind of like building your team. You don't have to do it all yourself. The whole point of this is to build a team and then everybody kind of understands that we want to use multiple sources of evidence to make a decision it gets easier and easier. I mean I like the analogy of assessment.

Like when you're assessing a child or family, you don't just use one thing. You want to use ideally multiple sources of evidence to determine whether a child and family's wants and needs and how can we work with both of those to improve the child's outcome. So, it's the same thing in evidence-based practices in selecting them.

You know, the; do they, the research, you're using the family systems and values and you're using professional systems and values. And it might seem like a lot but in the end, you've been doing this for a long time. You're just putting it into a process written down for you now. Would you agree Monica?

Monica Mathur-Kalluri: Yeah and also, I was going to say that I think when I think; when I was in grad school and doing research. It's a whole other level when you're having to go and look up each article. Some of the sites that; in that BARE tool especially that Taletha shared. It's kind of; it does a lot of the work for you. Like, it aggregates for you.

It looks like maybe one hundred research articles and it just gives you the top. And then, there are some sites out there that give little summaries you know of everything. I

remember the *Puckett Institute* was a great one and there's a few different groups out there that do these synopses of what the research is. And that is really helpful for all of us who are really so busy in the field. When you're working with children and families, you don't have time to go and read one hundred articles. But you can read that small synopses or overview on that topic.

So, I think that's it. As much as we can build it into practice. I know; I'm an occupational therapist and I remember being supremely busy one year working with children and families every day. But, when it becomes part of like I almost can't make this decision because it's not okay for me to make this decision. Or support; you know I need to help the family to have more information and we all need to make this decision based on something. Based on additional factors and criteria. Then it becomes like okay, it's not an option almost.

It's like in order to support this family this is what I must do. I must look up this stuff and help the family to look up some stuff as well. And then, we as a team; as Taletha and Virginia were saying. We really need to do this in order to make a decision. Otherwise, sometimes we spend all of this time providing a service or therapy or whatever it is.

But if it something that isn't based and known to be that the probability is pretty high of this working for this child and family. Then those are house wasted. Where that time would have been much better spent actually initially looking up and figuring out what is the best intervention or thing that we can do with this child and family so that those hours are best spent. So, that was a bit of a long answer but.

Taletha Derrington: And I'm; I just wanted to say for some reason my chat is broken. Maybe it's not broken for you all. But, Crystal had a question saying; I'm wondering Crystal if you're talking about the BARE tool which is a Google Doc. That's the format that we have. We are actually; I'm happy to e-mail it to you if you want to just e-mail me. You know we can e-mail you the Excel version.

But it was; you know that basically became the Google Doc. Otherwise, I'm not; well I mean Tanner I guess that's a question. Can we create a PDF of it? And the whole point of a Google Doc is that it's updatable because research is changing all of the time.

Monica Mathur-Kalluri: Yeah, we can figure out to how to send you one. And Tina had shared from her examples of her experience. That Missouri initially shared this document with the stakeholder providers and they shared that they were already doing this. But, it was nice to see it in document format. So, that's; I think that's validating really for them too. To say that we're doing something.

And sometimes I think people feel like they're doing some of it but maybe they're not doing all of it. It's just continuous quality improvement. It's always nice to see something in writing and then go maybe I need add this or maybe I should rethink this piece again. So, glad to hear that though Tina that it has worked that way for you guys.

Are there any other thoughts? Or please like I said unmute. And if not, I just wanted to; on behalf of all of us I wanted to just thank you all for joining us today. And I'm hoping that before we talk again which I guess is in about a month. That you will either pull up this Power Point and spend some time thinking about it or look at that list that you created of websites to look at or how to use some of these documents or share it with your staff as someone had mentioned.

And so, you can start to contemplate these ideas. Because as we talked about it, it's a process. It's a way of thinking. It's not just something that you do differently right away. But it's a way of thinking about things differently. And so, we hope that you will take it to heart and start to think about all of these different areas if you aren't already whenever you are making decisions for children and families especially.

You could do things like; start to bring up cases or different children and families at a staff meeting. You can start to talk with other peers. And think about going through this process. Because, as someone mentioned earlier it is a little bit more time consuming when it's on your own but to do it as a group I think is another really effective way.

So, we here at NCSI are happy to support your journey in evidence-based practice however we can. And so, it is your journey and we hope that you will actively explore. So, thank you for taking this first step for being with us today and we look forward to seeing you next time. The evaluation link is in there and please do complete that. See you in a month, bye-bye.

[End of Transcript]

DRAFT

