

All About Evaluation

First Steps to Success in Etobicoke

On May 16, *First Steps to Success in Etobicoke* provided Module 3 training to 35 project members, including site leads, coaches, and agency leaders. As part of the *Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children* that serves as the framework for our intervention, Module 3 focused on the individualized strategies staff need to support children with additional behavioural needs. On May 30-31, 25 professionals were certified in The Pyramid Infant-Toddler Observation Scale (TPITOS). This document explains why that's important.

Now that project members have participated in the full training series and coaches are starting to help staff apply their new skills on-site, the project's focus turns to evaluation. Why is data-based decision-making one of the core elements of the project? We need to evaluate the project to determine whether it's working! Everything we learn helps us improve the project as it's happening in order to make sure it's as useful as possible for staff and for families. The following pages outline the evaluation plan *First Steps* will be using to assess its effectiveness, develop meaningful outcome indicators, and improve its implementation over time.





Kipling Early Learning and
Childcare Centre
SITE LEAD

KAREN KHUONG

"It's been very positive and beneficial for me. I've been in this field for 33 years and now I'm working with my first infant ever. This project has helped me know how to talk to infants - how to best approach them. I've learned a lot."



Site Leads

The goal of the project is to build staff capacity by increasing their knowledge of infant/toddler social-emotional development, their understanding of cultural bias and trauma-informed care, and their confidence using new strategies and tools. This is being evaluated through TPITOS scores, one-on-one interviews, and staff reflection.



Coaches

The purpose of the coach role is to help site leads achieve their action goals by supporting application of new skills, monitoring progress, and assessing for fidelity through TPITOS. Evaluation of this component will also incorporate information from coaching logs, coach reflection, and one-on-one interviews.



Families

Ongoing family engagement is an important component of the project. Our goal is to enable families to support their child's social-emotional development at home through education and increased communication between staff and families. Family engagement plans, family interviews, and specific TPITOS items will all help evaluate this.



Leadership

The project's Oversight Committee will serve as the focus of evaluation for the leadership component of the intervention. This level is intended to support project implementation through policies and practices, leadership strategies, and quality improvement. Oversight Committee meeting minutes and focus groups will inform evaluation of these goals.

All sources of evaluation will be assessed at both evaluation points

Midpoint evaluation: September 2018
Final evaluation: March 2019

TPITOS

The Pyramid Infant-Toddler Observation Scale.

The Pyramid Infant-Toddler Observation Scale (TPITOS) is an established tool that is used to rate how effectively service providers are implementing the practices associated with healthy social-emotional development. It includes 78 behavioural indicators across 13 different skill areas.

The TPITOS requires a two-hour observation, in which the coach observes the site lead across as many different routines as possible within their natural work setting to watch for examples of competencies and for potential red flag behaviours. The assessment is complemented by interview questions with staff to add context to the observation.

In addition to allowing the project to evaluate staff gains across skill areas, the process of collecting TPITOS data also gives the coach an opportunity to provide positive feedback and informs long-term collaborative goal-setting.

This isn't about performance evaluation. The TPITOS is a validated tool, which means that it's a reliable way of assessing how a group of people are applying the new skills they're learning – as a way of evaluating the project, *not the person*.

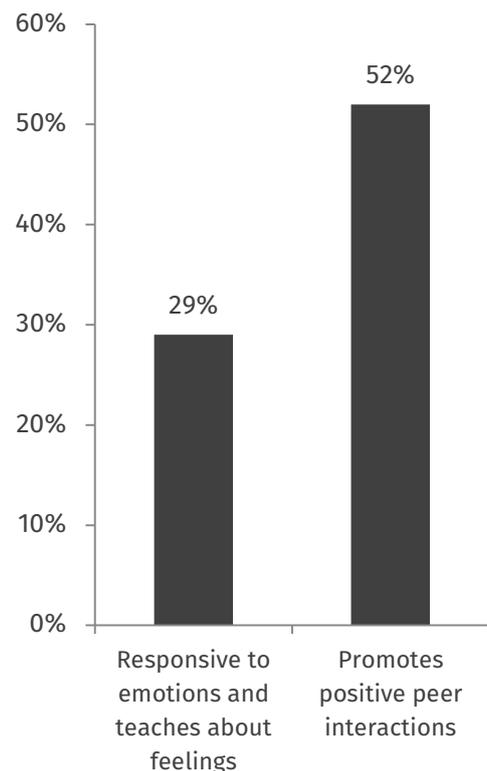
A TPITOS baseline evaluation was completed in January 2018 before the project kicked off. Coaches will use the TPITOS tool as part of the midpoint evaluation period this **September 2018** to see whether the project has succeeded in building staff capacity to make their work more supportive of social-emotional development.

A final TPITOS evaluation will be done in **March 2019** to fully capture how professionals have been meeting their goals after a year of the project. It is an ongoing process and can take up to several years to see the full benefits of this intervention in action.

Carta, J. (2009). The Pyramid Infant-Toddler Observation Scale (TPITOS). Nevada TACSEI Pyramid Model Partnership. Retrieved from <http://nvtacsei.com/wp-content/uploads/2012/09/TPITOS-6.1.14.pdf>



Two areas in which the group of site leads consistently showed room for improvement at baseline was *responsive to emotions and teaches about feelings* and *promotes positive peer interactions*. This demonstrates a perfect opportunity for application of new skills learned through the *First Steps* intervention!



What's Next for First Steps to Success in Etobicoke?

<i>Baseline Evaluation</i>	<i>January 2018</i>
<i>Module 1 & 2 Training</i>	<i>February 2018</i>
<i>Site lead / coaching partnerships begin</i>	<i>March 2018</i>
<i>Agency Implementation Teams begin</i>	<i>April 2018</i>
<i>Module 3 Training</i>	<i>May 2018</i>
TPITOS Certification Training	NOW
Coaching CoP and Oversight Meetings	Ongoing
Family Engagement Plans developed	Summer 2018
Evaluation Check	September 2018
Final Evaluation	March 2019



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