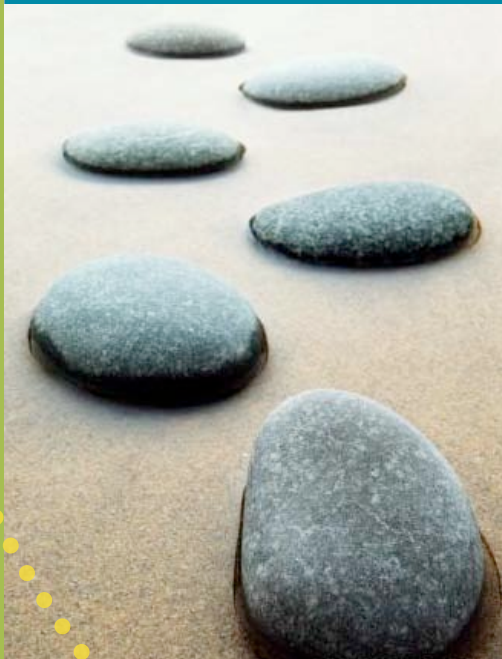# children's institute

Strengthening social and emotional health

Readiness to change:

Implications for improving quality in early care and education

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Defining the Problem

❖ **Need for high-quality care**

❖ **Challenges for ECE workforce**
  – Financial resources
  – Psychological well-being
  – Academic skills
  – Professional identity
  – Childrearing beliefs

❖ **Existing PD approaches are one-size-fits-all**

Mentor Observations of ECE Readiness

"Absolutely did not want to change"

"Change was just too much effort or energy"

"Very open to [thinking] about what's needed in her room"

"People who say, 'Oh, I'm so glad you're here...
I need to do this or that or the other.'"

The Change Process

❖ Most systems resist change

❖ Change takes time (3-5 yrs)

❖ To be sustained, change must be self-determined

❖ Only about 20% of the population are "ready to change"

❖ **Programs that are mismatched to stage can actually make outcomes worse**
   (Deci & Ryan, 1985; Loucks-Horsley et al., 2003; Prochaska & Velicer, 1997)

The Transtheoretical Model (TTM)
(Prochaska & Diclemente, 1983)

❖ **An NIH recommended practice for behavior change programs** (Ory, Jordan, & Bazzarre, 2002)

❖ **Large evidence base** (e.g., Noar, Benac, & Harris, 2007; Velicer et al., 1999; 2006)

❖ **Wide range of applications**

    ❖ Smoking cessation

    ❖ Exercise adoption

    ❖ Stress management

    ❖ Organizational change

    ❖ Physician practice

    ❖ Foster care/adoption

Stages of Change

	Stage	Description
1	Precontemplation	Not ready to change
2	Contemplation	Not ready to change on their own
3	Preparation	Ready to change
4	Action	Actively engaged in change
5	Maintenance	Maintaining change with vigilance

Markers of Change

❖<u>Decisional balance</u>: Relative weight given to pros and cons to change

❖<u>Self-efficacy</u>: Confidence that one can cope with obstacles to change

Goals for Each Stage

	Stage	Goals
1	Precontemplation	Awareness, concern, confidence
2	Contemplation	Risk-reward analysis
3	Preparation	Commitment, creating a plan
4	Action	Implementation, revision of plan
5	Maintenance	Integration into lifestyle

Processes of Change

Stage	Experiential Processes	Behavioral Processes
Precontemplation Contemplation	- Consciousness raising - Dramatic relief - Self-reevaluation - Environmental reevaluation - Social liberation	
Preparation Action Maintenance		- Self liberation - Stimulus control - Counter-conditioning - Reinforcement management - Helping relationships

Context of Change

- ❖ Current life situation

- ❖ Beliefs and attitudes

- ❖ Interpersonal relationships

- ❖ Social systems

- ❖ Enduring personal characteristics
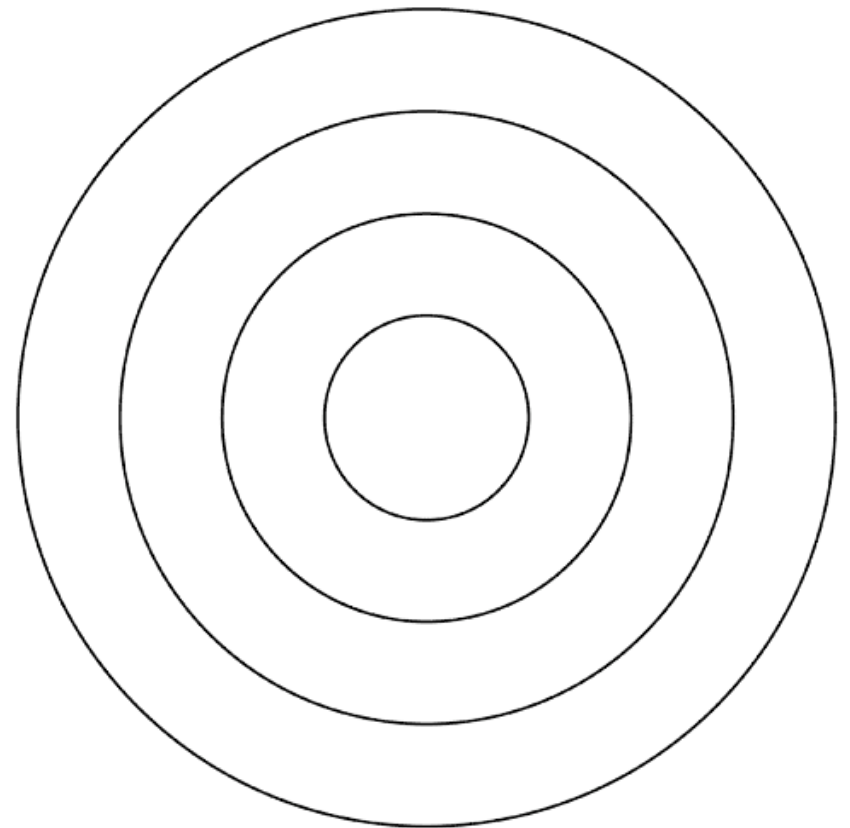
Applying the TTM to ECEPD

❖ Training for mentors, coaches, home visitors

    ❖ Characteristics of each stage

    ❖ Optimally supportive strategies

❖ Progress monitoring

❖ Screening tool

The Stage of Change Scale

❖ Used with ECEs enrolled in professional development programs

  ❖ Early Educator Mentoring System

  ❖ Partners in Family Child Care

❖ Two parallel versions

  ❖ Caregiver/provider survey

  ❖ Mentor/home visitor survey

Stage of Change Scale

- ❖ Stage of change

- ❖ Awareness

- ❖ Seeking information

- ❖ Effect on children

- ❖ Overcoming obstacles

- ❖ Social support

- ❖ Professional identity

| Stage of change	Does not plan to make any changes	Thinks about making a change but just can't do it right now	Is planning to make a change	Is working to change something right now	Is making sure s/he doesn't go back to her/his old ways

Stage of Change Scale

❖ High internal reliability (.95)

❖ FCC provider rating > Home visitor rating

❖ Growth from pre to post
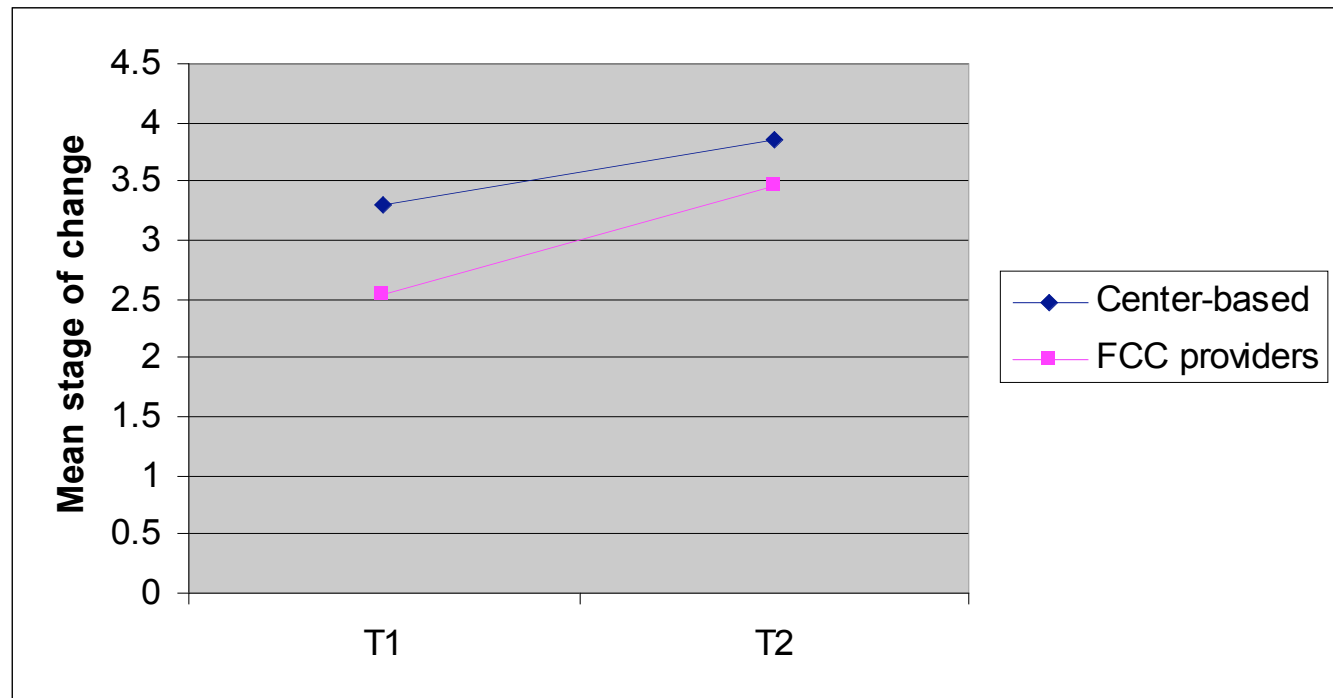
Center-based ECEs in mentoring
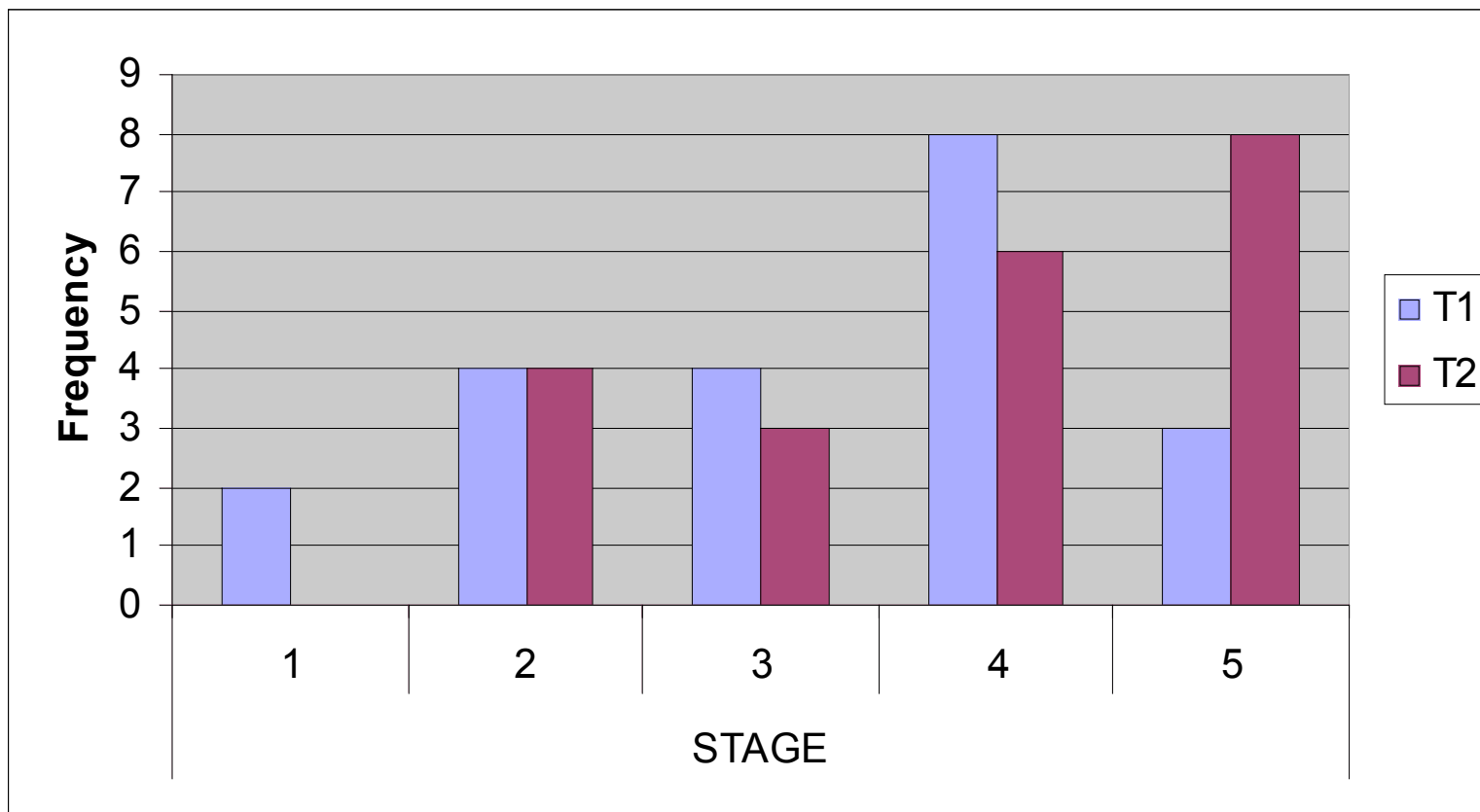
FCC providers in home visiting
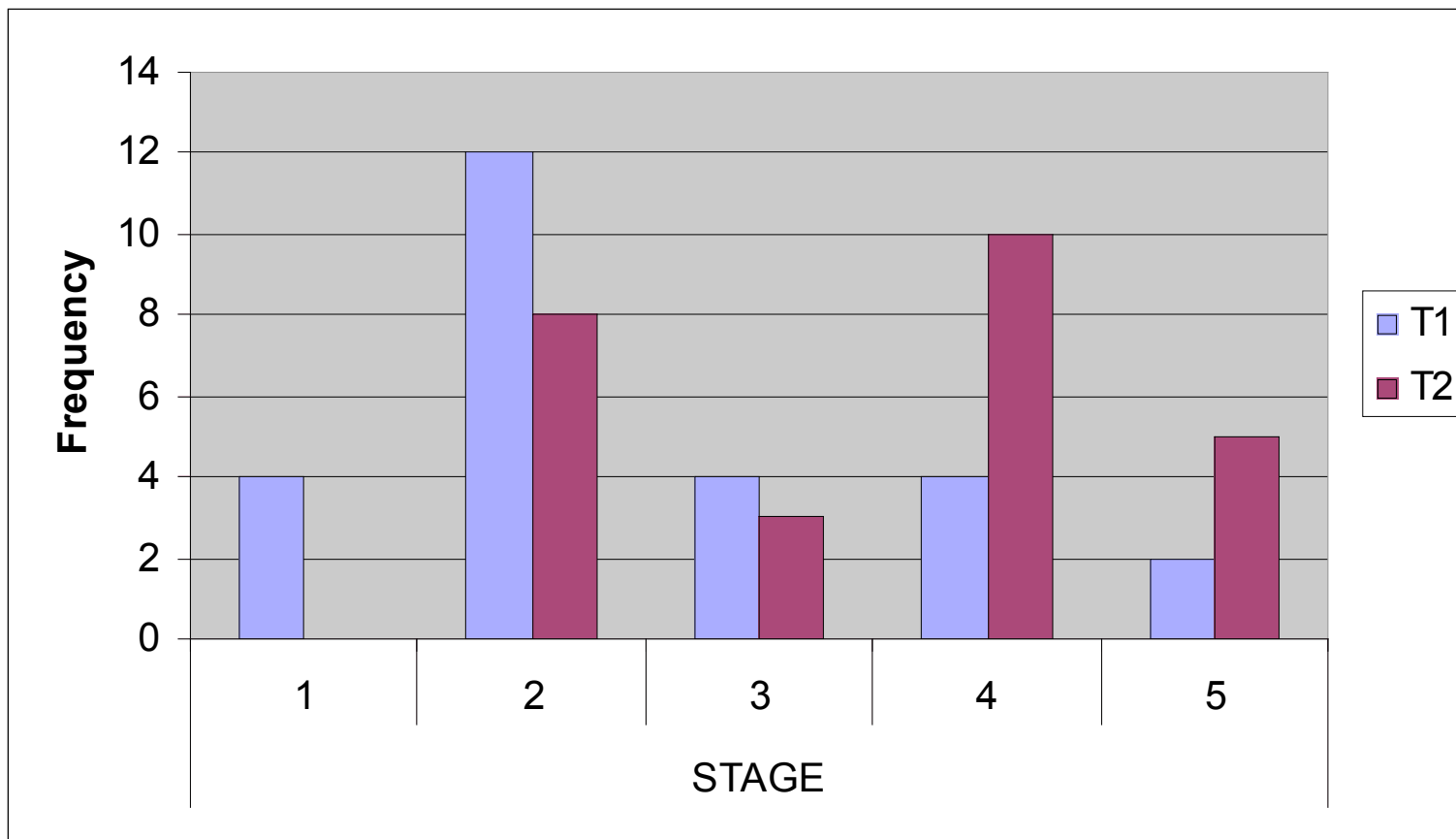
Predictive validity

❖ Moderate correlation with increase in caregiving skills (.39) in center-based sample (N=21)

❖ Further research is planned to develop the measure and assess its validity

Potential Uses and Benefits of the TTM

Uses	Benefits
Match PD to stage	- Increase effect for those in lower stages - Decrease cost for those in higher stages - Increase retention - Maintain diversity
Screen for eligibility for PD	- Maximize observed changes in practices - Maximize observed child outcomes
Screen for job/ license	- Exclude from the profession those who lack or show no increase in readiness

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