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LEADERSHIP AND INNOVATION

# The Breakthrough Series Collaborative on Trauma Informed Early Care and Education

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# Overview

1. Study Context
2. Research Questions
3. Research Methods
4. Findings
5. Implications

# Case Study of a Breakthrough Series Collaborative

- Investigate the use of the Breakthrough Series Collaborative (BSC) methodology for improvement to promote adoption of trauma-informed practices in the ECE context.



**DEFENDING  
CHILDHOOD**  
PROTECT HEAL THRIVE

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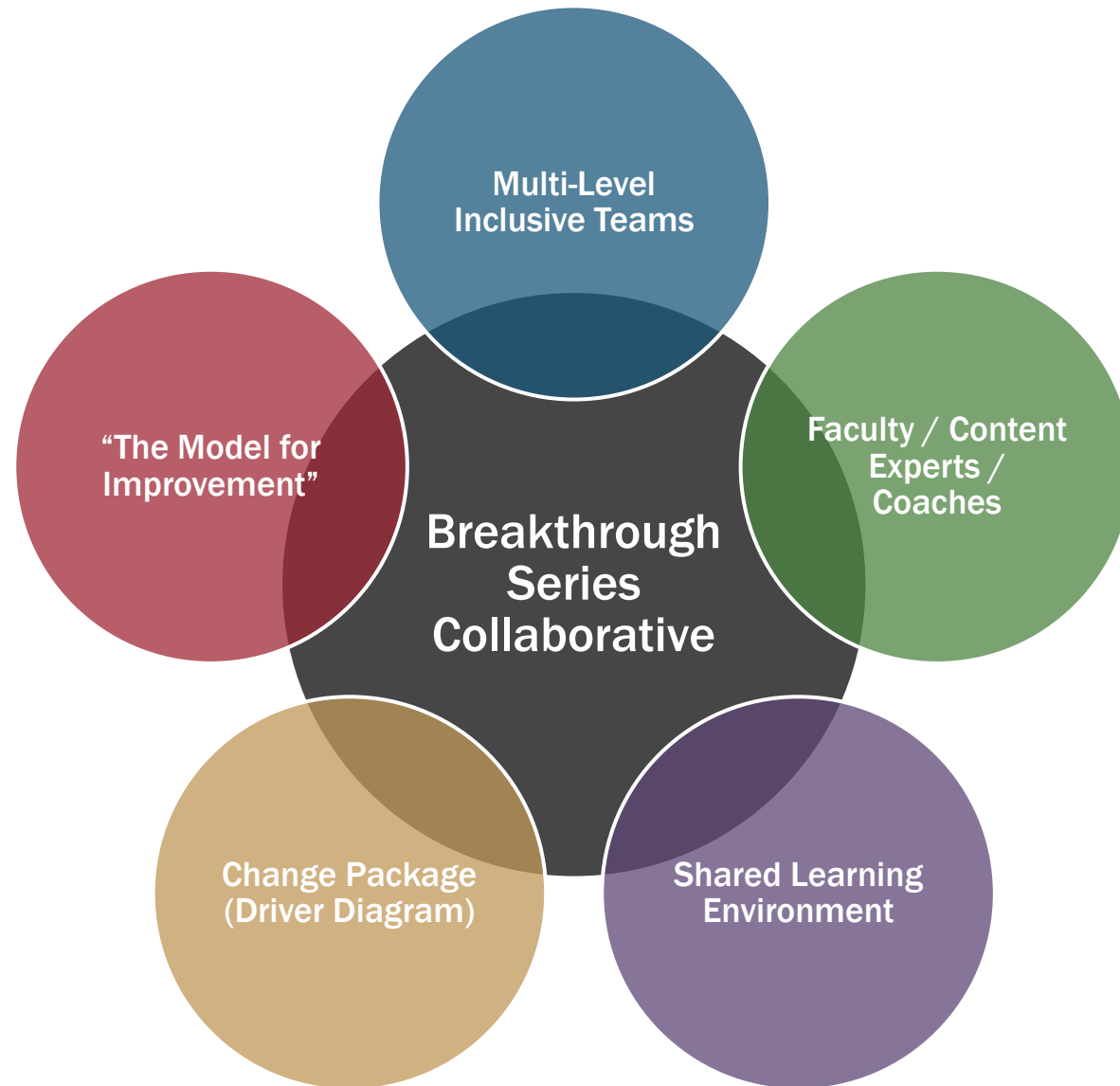
# What is the Breakthrough Series Collaborative?

- A continuous quality improvement method designed to close the gap between what we know and what we do
- Promotes spread & sustainability of improved/new practices
- Extensive evidence about this method in health care, child welfare
- Institute for Healthcare Improvement, [www.IHI.org](http://www.IHI.org)

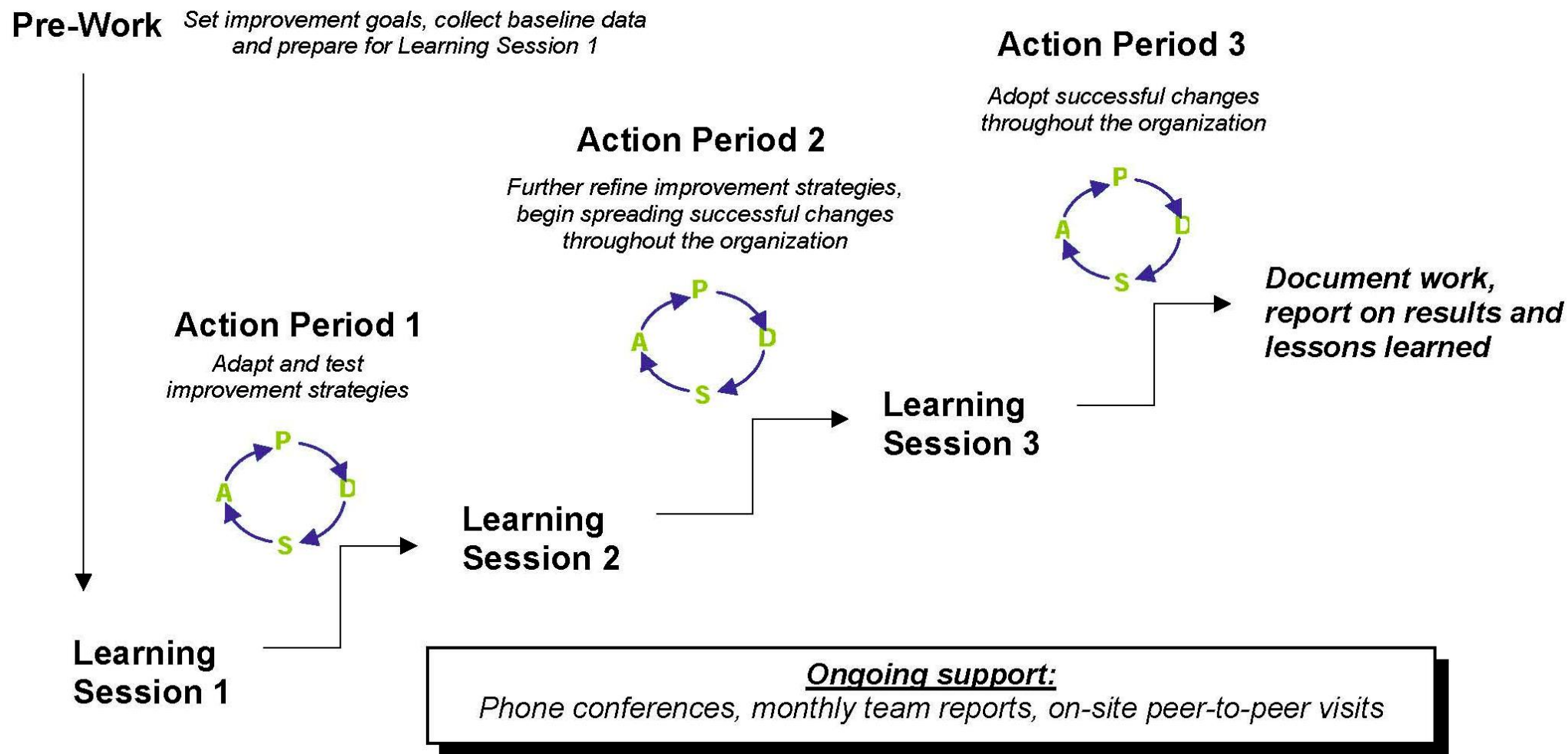
# BSC Literature Review: Culture of Continuous Learning Project



# The BSC Model



# The Collaborative Process



# Research Questions

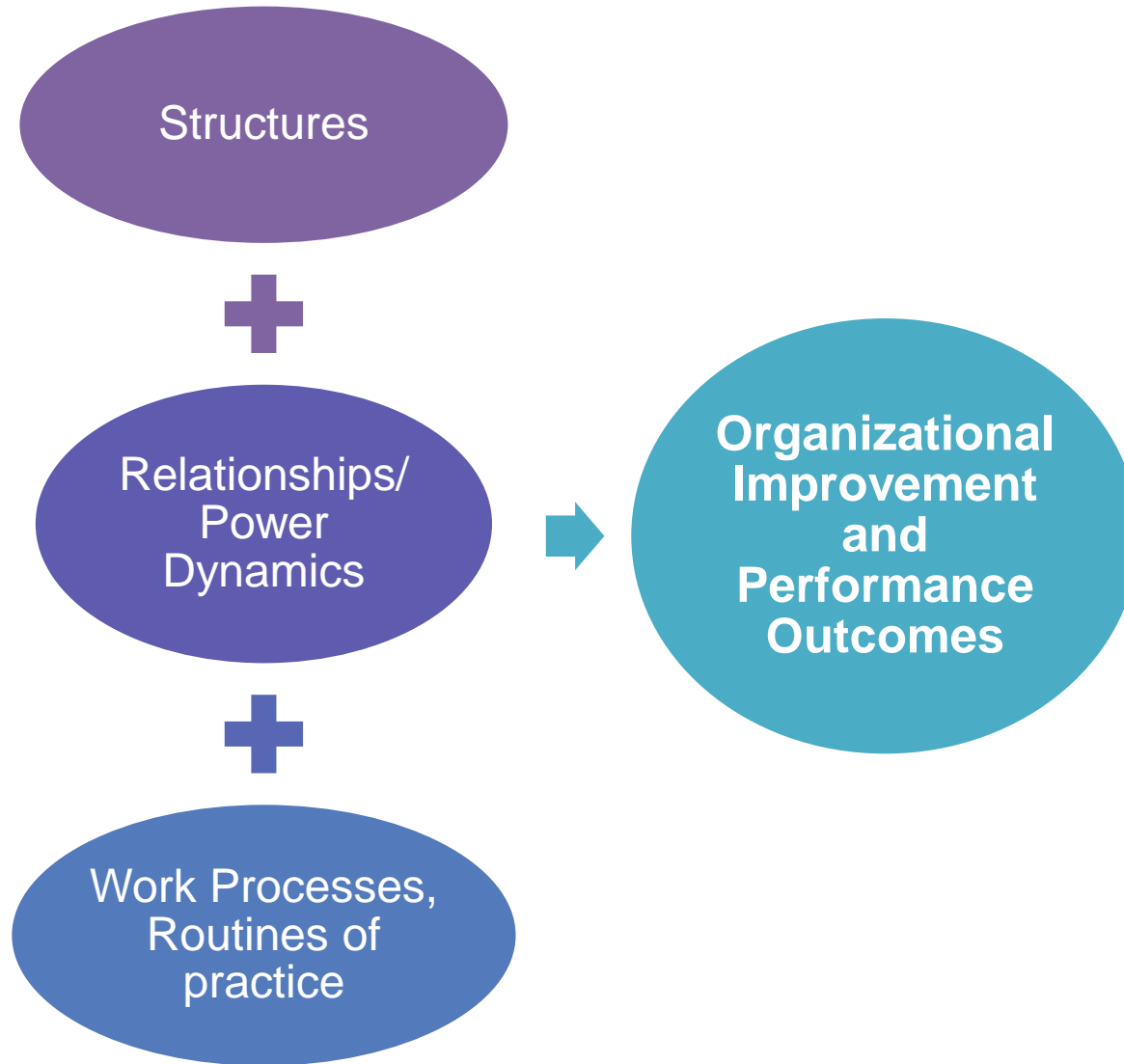
1. How was the BSC methodology implemented in the ECE context?
2. How did ECE programs improve trauma-informed practices as a result of the BSC?
3. How did the BSC influence organizational capacity for improvement?



# How the BSC Works to Influence Change

- Address organizational and systems barriers
  - Engage frontline leadership
  - Shifts power dynamics and the locus of control for driving change
  - Build capacity for organizational improvement
  - Data for improvement (vs data for evaluation)

# Theoretical Frameworks



# Research Methods

- Descriptive, multiple case study
- Exploratory
- Hypothesis testing
- Considerations in choosing research approach
  - The focus on trauma-informed practice
  - Uncertainty or choice in the focus of improvement
  - No prior published research on BSC in ECE

# Sources of Data

Data Sources	Participant Group(s)	Number
Meeting observations	BSC Staff and Faculty, 6 Child Care Center Teams	107 meetings
In-depth individual interviews	Child Care Center Team Members (mid-point and post BSC); BSC Faculty and Staff (post-BSC)	58 interviews
Classroom observations: pre, mid, post (CLASS)	6 Child Care Programs, 16 classrooms observed	48 observations
Documents	BSC Staff and Child Care Centers: improvement tracking forms, monthly metrics, team self-assessments, intranet posts, agendas	43 documents

# Key Findings: New Structures Established

- Regular cross-role meetings
  - Brought teachers and parents to the table with administrators
- Affinity group meetings
  - Brought together those who share the same role in their program
- Cross-team/inter-organizational meetings
  - Brought staff/parents from different programs together

# Key Findings: Structures Enabled Changes in Relationships

Structures	Shifts in Relationships
<p>1. Regular cross-role meetings</p> <ul style="list-style-type: none"><li>➤ Brought teachers and parents to the table with administrators</li></ul>	<p><b>Elevated teacher and parent voice and leadership</b></p> <p><b>Shifted power dynamics with program director</b></p>
<p>2. Affinity group meetings</p> <ul style="list-style-type: none"><li>➤ Brought people together across programs by their role (teachers, directors, parents, etc)</li></ul>	<p><b>Created safety for those who share the same role to discuss challenges and solutions; empowering</b></p>
<p>3. Cross-team meetings</p> <ul style="list-style-type: none"><li>➤ Brought teams from different programs together</li></ul>	<p><b>Exposure to new ideas and diversity of perspectives, vicarious learning, hope</b></p>

# Teachers

- “[Through my participation in the BSC] *I've become a stronger teacher; It's let me spread my wings into the project and made me feel strong and that I deserve the same respect as all involved in the BSC.*”
- “I found my voice a little bit”

# Parent

- *I like our parent meetings because when we first started, we were all a little shy ... but if you go to one of our parent meetings now, you'll think that we all hang out outside of the meeting because of the way that we talk to each other, we interact with each other, the way we throw out ideas at each other, which is what I like so... I don't only have my own opinion. I get to hear somebody else, like, 'Oh, that would actually be a good idea. Maybe we should try that.'*



# Key Findings: Work Processes

## New routines and protocols

1. Metrics: collection and use of data
  - Collected monthly metrics and discussed/analyzed together
  - Ex: # of behavioral disruptions today; # of children about whom two-way communication took place between teaching staff and parents/caregivers
2. PDSA cycles and PDSA Tracker From
  - Learned how to test small changes, to see if they worked, and learn how to make continuous improvement

# Key Findings: Enabling Changes in Work Processes

Structure	Shifts in Relationships	Work Processes
1. Cross Role Team Meetings	Elevated teacher and parent voice and leadership  Shifted power dynamics with program director	<b>Use of PDSA planning and tracker form; all team members identify and test changes</b>
2. Affinity Group Meetings	Created safety for those who share the same role to discuss challenges and solutions; empowering	<b>Share ideas and reflect on use of PDSAs and metrics</b>
3. Cross-Team Meetings	Exposure to new ideas and diversity of perspectives, vicarious learning	<b>Routine sharing of metrics/data across teams</b>

# Routines for using Plan, Do, Study Act Cycles

*In the beginning I was trying to communicate with [this parent]. I offered to do her child's progress report over the phone. So I felt like I was taking the steps and she was kinda like brushing it off.*

*And then I was just like, "Okay, that didn't work." **Through the [BSC] program I learned, "Okay, that didn't work, so what am I gonna do next to try to communicate with that parent?" ... Not just "That didn't work, okay, I'm just gonna back off,"** And that's when the PDSA of the e-mail came to mind.*

*So I think that's definitely a good example of how my parent approach has changed. Now I'm persistent in a way that's respectful, like okay, I feel like this parent doesn't like the face-to-face communication or might have her reasons why not. So this e-mail worked for her. **I just have to keep trying and find another way if something doesn't work.** - Teacher*

### Program B PDSA Tracker

Please use this form to track your PDSAs. Each team should be working on about 2-5 tests at one time. The PDSAs should be a mix of PDSAs that your are building on to move towards sustainable practice and new PDSAs that you are starting. We are looking to see your progress over time. You can add rows to the table if you have more tests than five for your PDSA. This form should be submitted to ..... the 2<sup>nd</sup> and 4<sup>th</sup> Friday of each month.

<b>Title: Five Minute Focus</b>				Last Updated: 3/24/2014	
CCF Theme: V. Daily Interactions with Children and Caregivers that Promote Resilience			What makes this PDSA trauma informed? It is a daily interaction that will promote resilience and increase the student's ability to cope with other challenges throughout the day, reflecting back to the five minutes of positive time.		
<b>Tracking your PDSAs!</b>					
	<b>Plan:</b> What are you going to do? What is the <u>strategy</u> being tested? Keep it small! <u>Include by who and by when.</u>	<b>How will you study your PDSA?</b> What do you want to see by making this change? How will you know?	<b>DO Your Test!</b>	<b>Study:</b> How did it go? What did you learn from your test? What worked? What didn't?	<b>Adjust:</b> What will adjust in your next test? What else do you need to learn? What will be your next test? <u>(Fill out the PLAN for the next test!)</u>
Test #1	Intentionally spending five minutes of positive connection time daily with an individual student who has challenging behaviors that we suspect may be linked to their trauma background. Who: Red Room teacher by February Break.	We'll look at the classroom disturbance chart weekly to see if there is a decline in the individual student disturbances		In class disruptions decreased almost immediately. Out of class disruptions decreased completely and stayed nonexistent. We did not expect such a fast and drastic result and are not sure what we learned. We almost wonder if another coinciding factor helped to decrease the behavior since the change was so immediate and extreme! We need to test it with another student.	What worked for this student was conversation about a topic of interest. We will try this, but are wondering if a younger age group will not benefit as much from conversation. The Focus time may need to be physical...?
Test #2	We are going to expand it to another younger classroom to test if the strategy can be effective with a different student, different teacher, different age group. Who and When: Blue Room Teacher by April Vacation	We'll look at the classroom disturbance chart weekly to see if there is a decline in the individual student disturbances			
Test #3					
Test #4					
Test #5					

# Implications & Lessons Learned

- BSC influenced organizational change
  - Shifts structures, relationships, and work processes/practices
  - Engaged individual and collective leadership within programs
- Challenges of evaluating a constantly emerging and dynamic change process
- Importance of collecting data about the process