

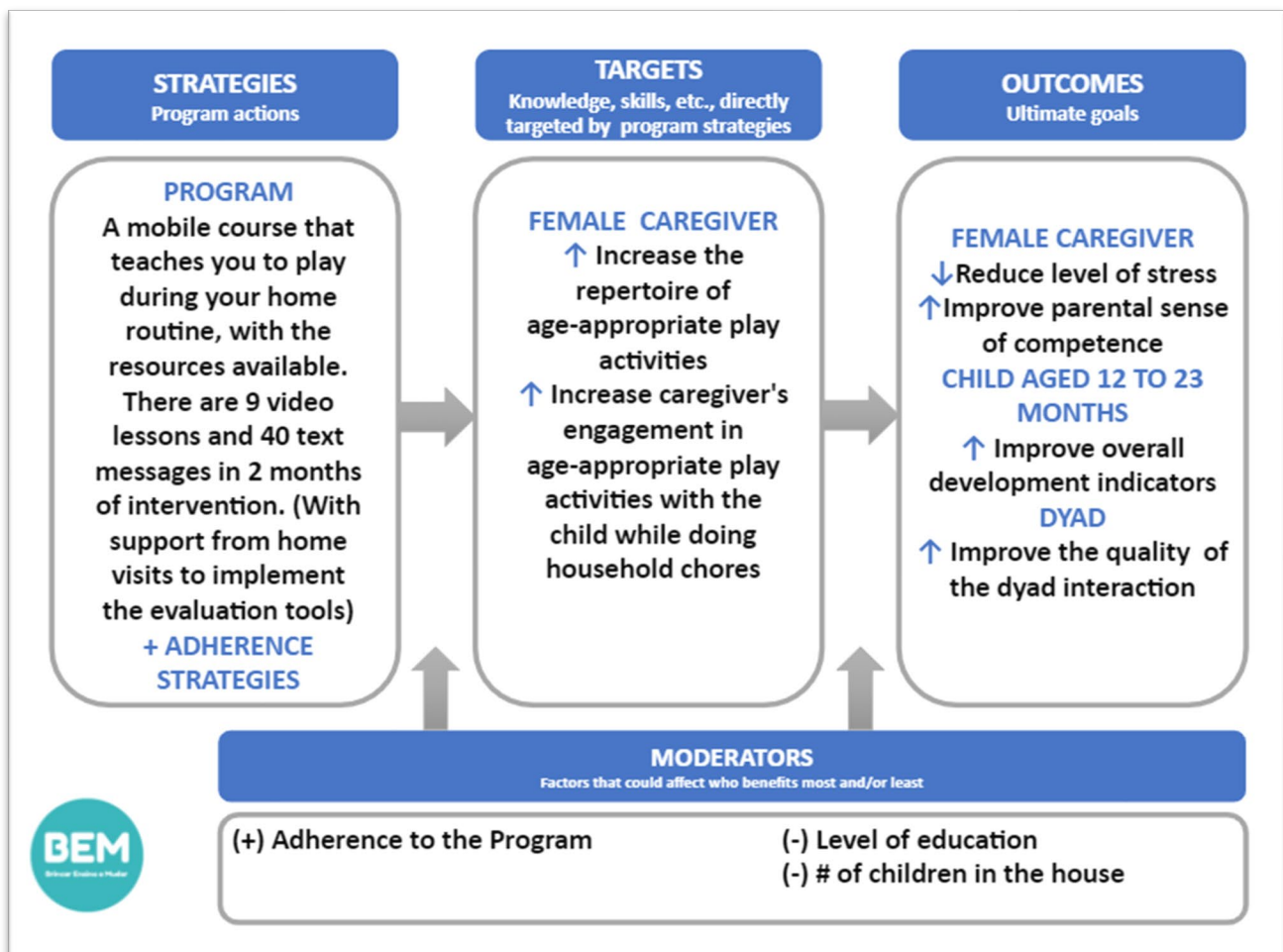
Theory of Change (ToC) Library

The program descriptions and Theory of Change examples below were shared by teams who have used the IDEAS framework in the context of their work. The program descriptions and ToCs are provided in the team's own words. We hope they'll be a helpful resource to see a variety of ways that TOC has been used.

The BEM Program

BEM – Brincar Ensina a Mudar (Play Teaches Change) is a 100% online parenting program that teaches women living in vulnerable situations to play with their children (12 to 23 months) while doing household chores at home. Our goal is to support women who play multiple roles to know how to properly interact with their children, ensuring the child's full development.

The BEM Program consists of 9 videos and 40 text messages that are sent over 8 weeks, via WhatsApp, to participating families. The contents are divided into 4 modules: "While you wash dishes," "While you do the laundry," "While you take care of the house," and "While you take care of the child." Female caregivers receive information about early childhood development and learn how to play games with the resources currently available at home.



Bienestar en tu Embarazo (Wellness in Your Pregnancy)

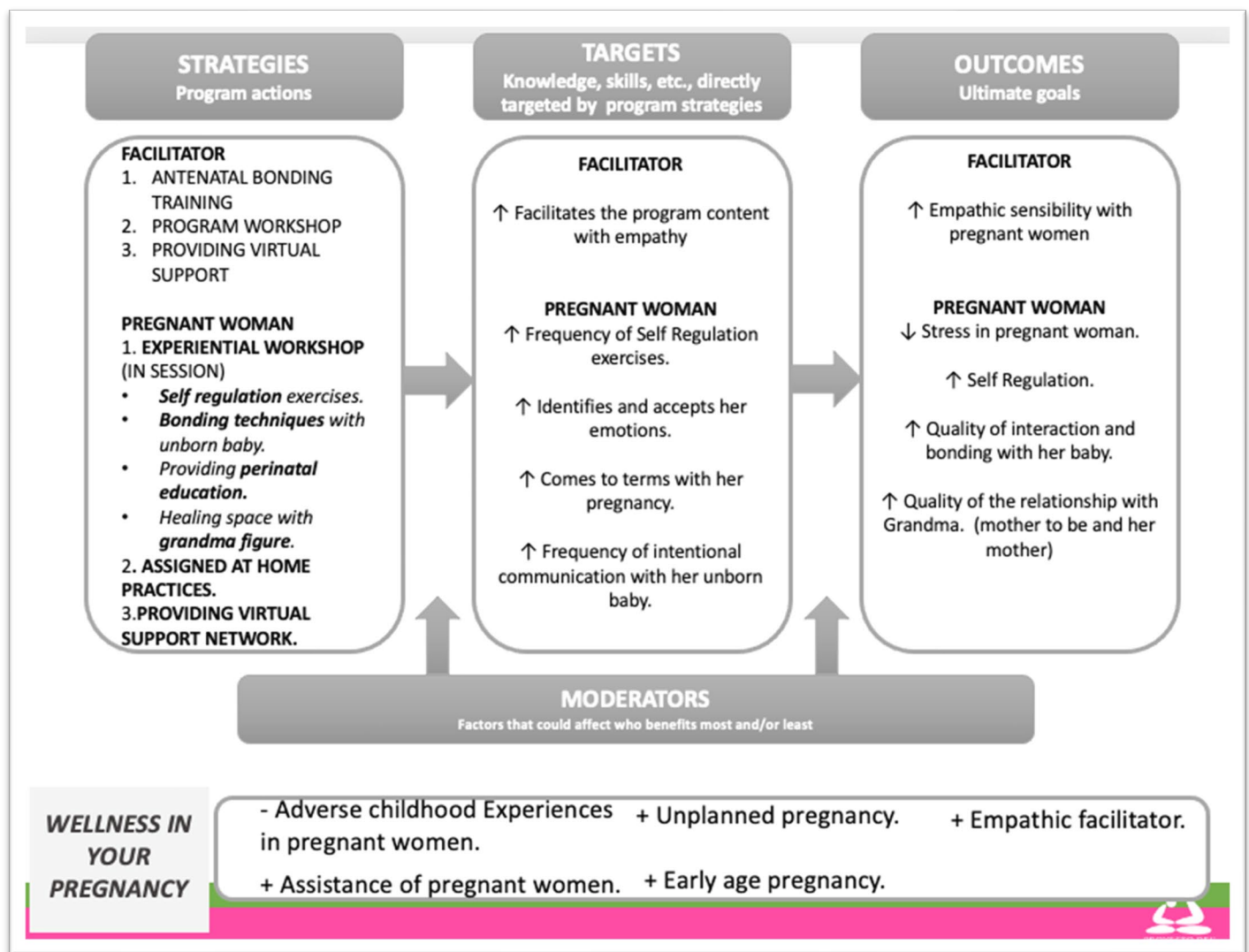
Es un taller dirigido a mujeres embarazadas en situación de vulnerabilidad. El programa busca reducir el estrés tóxico durante el embarazo, ayudando a las mujeres a practicar técnicas de reducción de estrés y regulación emocional.

El programa busca favorecer la comunicación y vínculo con el bebé por nacer, así como la creación de una red de apoyo de la comunidad alrededor de la embarazada y del bebé en el momento del nacimiento.

[It is a workshop aimed at pregnant women in vulnerable situations. The program seeks to reduce toxic stress during pregnancy by helping women practice stress reduction and emotional regulation techniques. The program seeks to promote communication and bonding with the unborn baby, as well as the creation of a community support network around the pregnant woman and the baby at the time of birth.]

English language translation is provided via google translate.

Note: This team has included strategies, targets, and outcomes for the person delivering the program (the facilitator) in each domain. An alternative is to add a column to the right to capture the training provided to whoever delivers the program.



Fortalecendo Laços (Strengthening Bonds)

Program Type: Universal preventive program on parenting

Objective: To strengthen positive parenting (mother-child interaction, parental practices, and parental sense of competence) and to reduce child behavior problems.

For whom? Mothers of 2-to-6 years old children

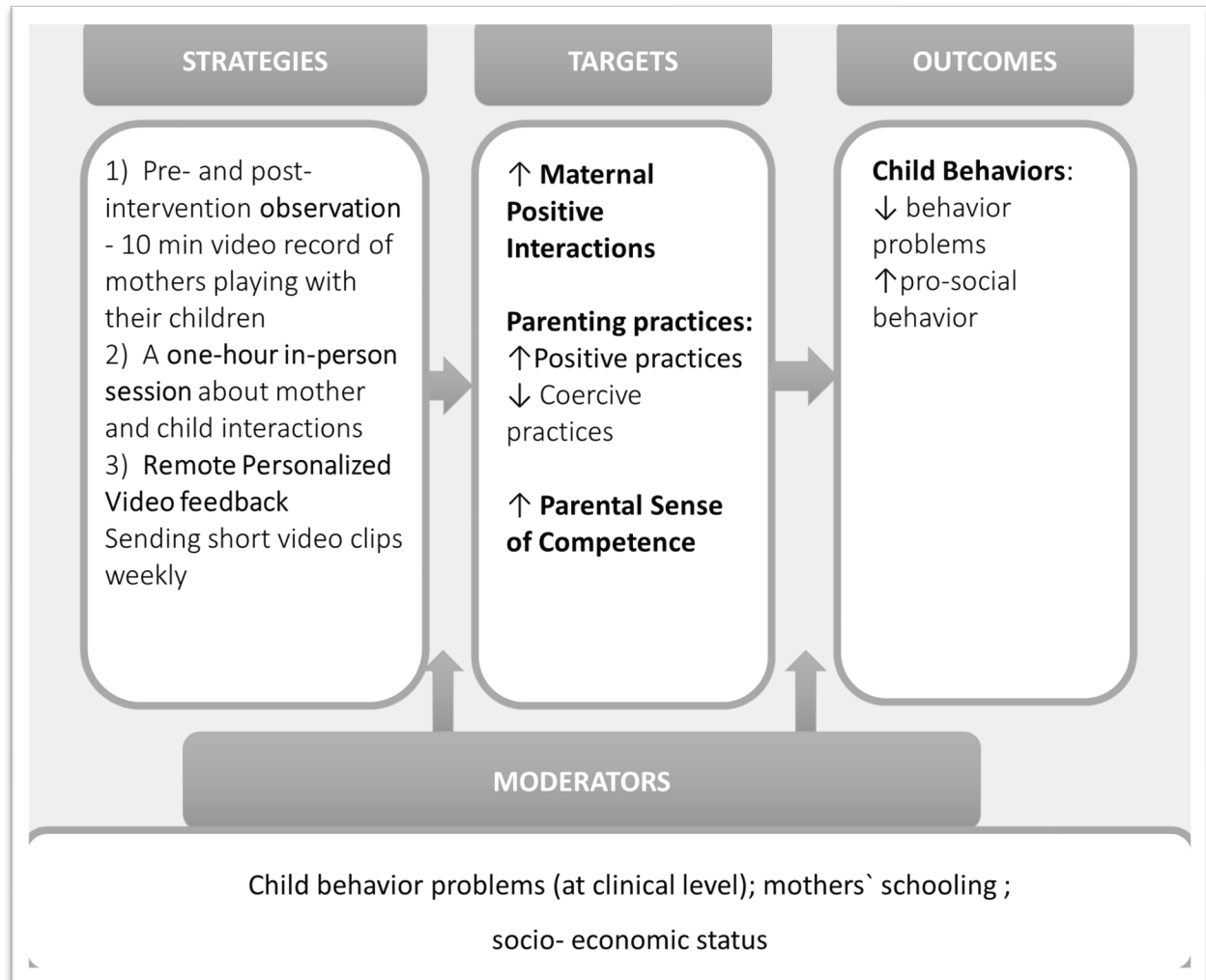
By whom? Facilitators, with the profile of expertise on child development and parenting, to be trained in the program according to the Guide of Implementation.

Strategy: Personalized video feedback program, via online (WhatsApp). The videos have a combination of a common and standard part with orientations about mother-child interactions and a personalized part of the individual mother-child interactions with messages by legends and emojis.

Where it takes place: online, with only one presential in-group session that could be done in diverse spaces (schools, heath or others spaces)

Duration/number of sessions: one presential session, and subsequently 6 sessions weekly to send the personalized videos edited in association with the standard parts.

Versions: 2 versions: (i) video feedback online with one presential session; (ii) exclusive online with videos and cards versions (developed in the pandemic scenario); 2 forms of edition the personalized videos: in the laboratory or using the Strengthening Bonds-App.

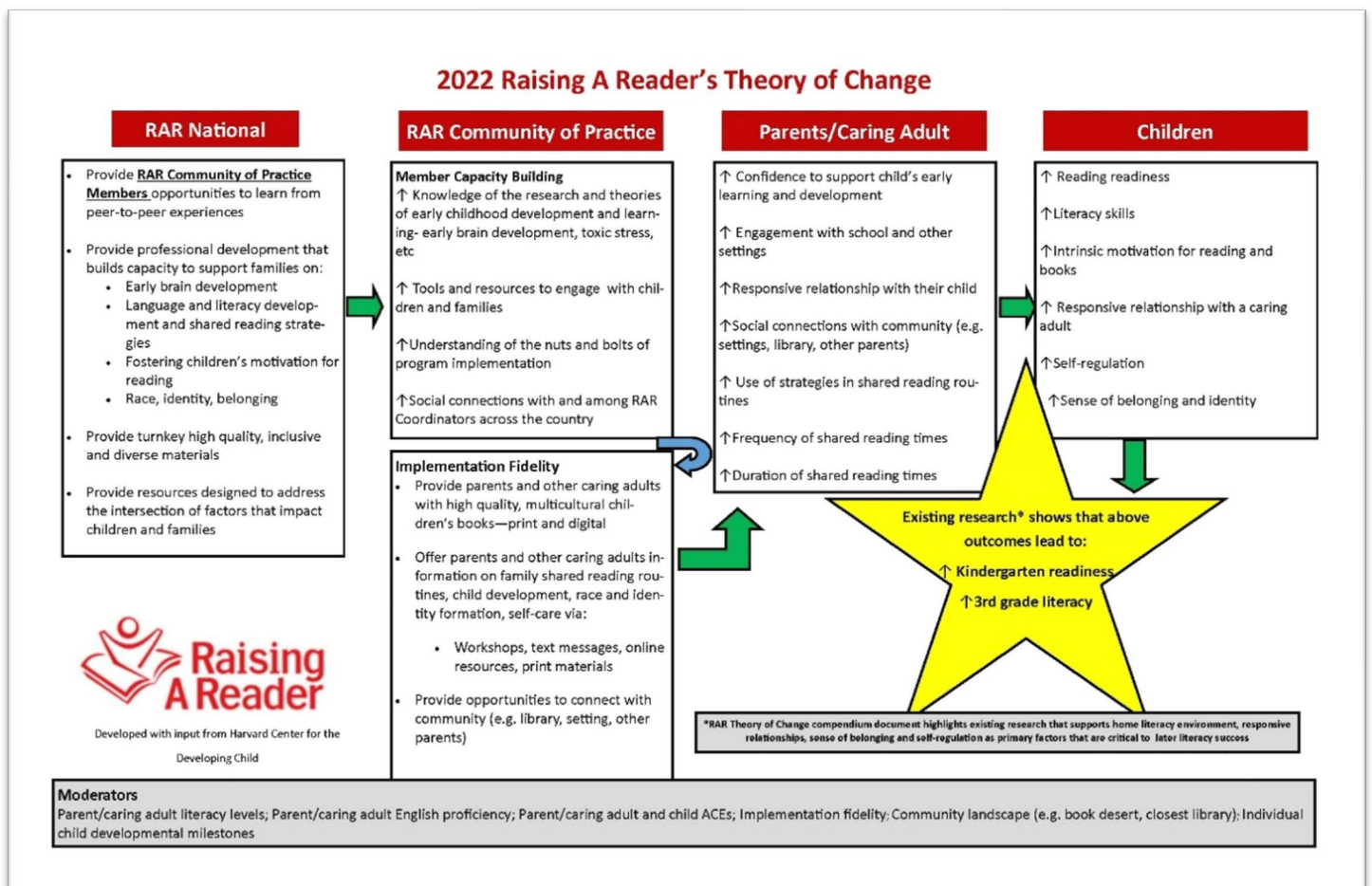


Raising a Reader

Raising A Reader (RAR) is a national nonprofit organization offering local agencies an evidence-based early literacy and family engagement program that has demonstrated it can improve the reading readiness skills of children ages 0-8. We leverage a train-the-trainer model to maximize our impact across the nation.

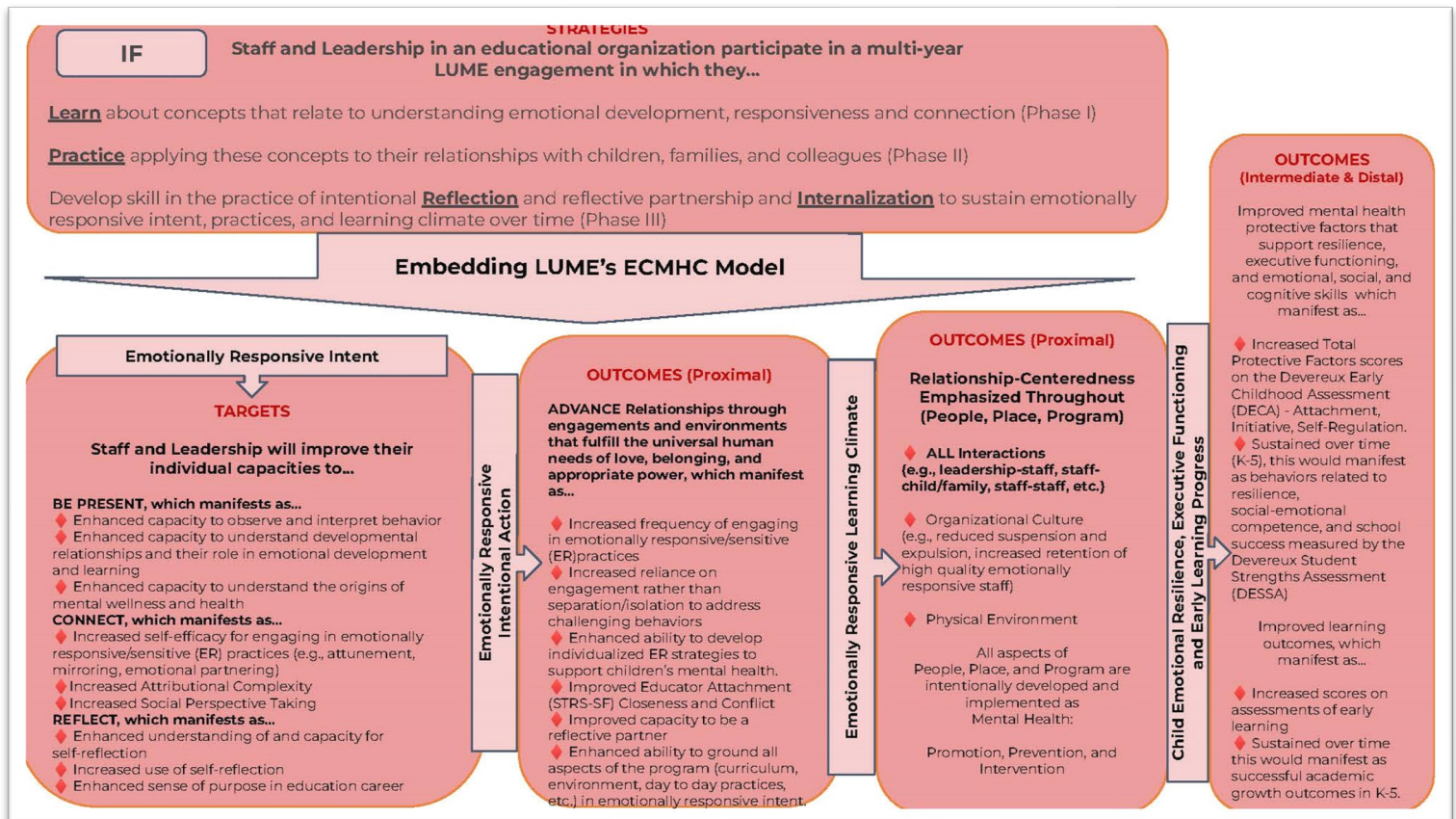
We stand firm in our unwavering commitment to equity, diversity, inclusion, and improving the lives of children in all communities across the United States. It is our belief that strengthening families and early literacy can be a cornerstone in creating equity and opportunity for all.

Our train-the-trainer model expands our reach and activates local communities to support and sustain RAR programming. As a social enterprise, our organizational structure strikes a balance between earned income and charitable contributions. More than half of our revenue is earned and comes from member organizations who access funding independently. Early Childhood Education (ECE) is a high-impact use of Federal Recovery Funds, which can be used in school and community-based settings.



The LUME Institute

The aims of LUME Engagement are to embed the LUME Demonstration School Framework into early care and education organizations by cultivating a self-sustaining and internally driven approach to mental health promotion, prevention, and intervention. This is accomplished through a multi-phased process (Knowledge, Practice, and Internalization) that fosters emotionally responsive intent and emotionally responsive intentional action, which results in an emotionally responsive learning climate/culture with the ultimate goal of improving outcomes for children's emotional resilience, executive functioning, and early learning progress. Indicators of growth in emotionally responsive intent, intentional action, learning climate, and children's growth and development are reflected in our Theory of Change.



The TOP Program

Very preterm infants are at risk for short-term and long-term developmental problems in different domains. Parents of preterm born infants experience increased parenting stress and have a high risk for developing psychological problems. This can have a negative impact on the parent-child interaction and the well-being of the child. Therefore, the TOP program, a postdischarge, responsive parenting intervention for very preterm born infants and their parents, was developed in the Netherlands. The key strategies of the TOP interventionist are to assist parents to observe, understand and interpret the behavioral cues of their infant and support adequate responsive reactions, while using a strength-based approach. The intervention strategies target mainly parental responsiveness, but also parental understanding to the infant's behavior and parental well-being, with the ultimate aim of increasing infant developmental outcomes. The TOP program consists of 12 1-hour home-visits in the first year. Furthermore, parents receive a personalized parental report with photos and text of positive interactions between parents and their infants after each home visit. In addition, 4 hours of designated care transfer of parental coaching are included to support parents and to facilitate access to additional services and intercollegiate consultation. The TOP interventionists are paediatric physical therapists who were trained with the 1-year TOP-education program that consists of 14 training days, in combination with reading literature and practical assignments with intensive coaching.

