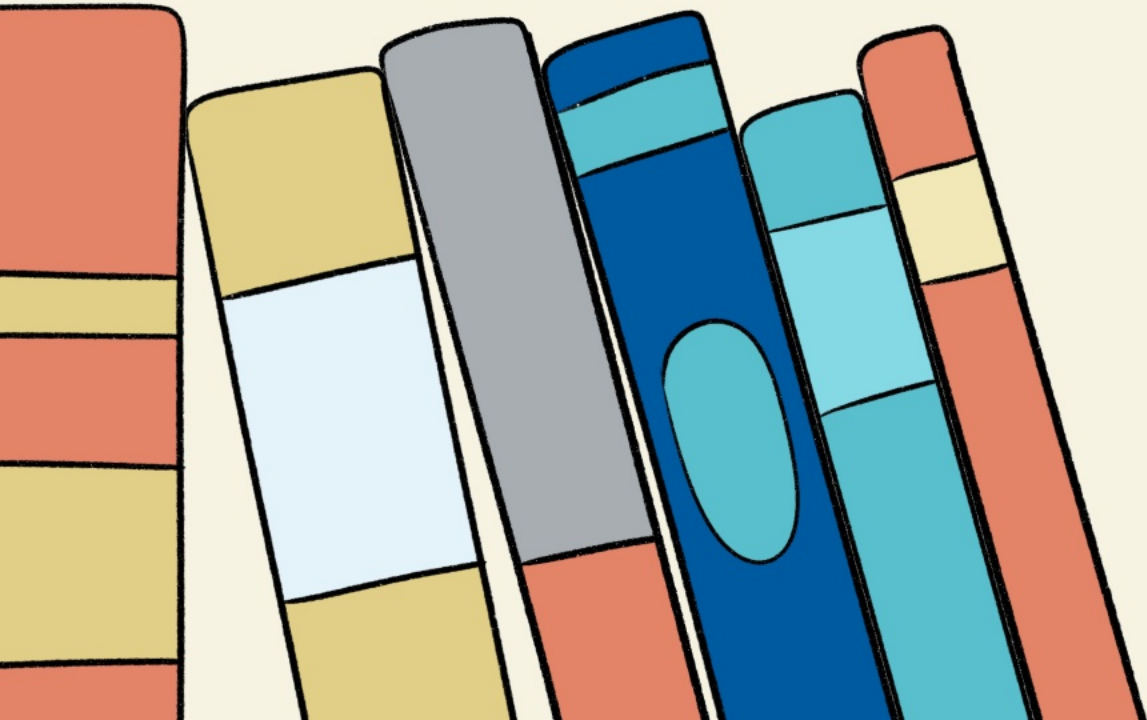# Librarians as Key Players Community Health and Child Development

Creative partnerships for healthy communities

Whitefield Public Library & Ammonoosuc Community Health Services

Your Presenters

Courtney Vashaw, M.Ed., CAGS; Director of the Whitefield Public Library and ACHS Project Lead

Lyn Schmucker, M.S.Ed; Whitefield Public Library Programming Director and ACHS Early Childood CHW

Alyssa Antonucci, BA-CHW; Ammonoosuc Community Health Services Early Childood CHW

PROBLEM:
In 2018, the Whitefield Public Library's budget was $45,000.

TIME TO GET CREATIVE!

We had $8,000 for books, but little money for anything else, especially staffing.

TIME TO GET CREATIVE!

Fundraising and grants were essential, but community partnerships can increase how far you can stretch those dollars.

Who were our potential partners?

(Use ALL of those connections!)

SIDE NOTE:

While exploring partnerships and funding, it was important to educate potential collaborators about what libraries DO in the 21st century.

About 50% of my job had
nothing to do with books, but
was more along the lines of
SOCIAL SERVICES.

And then COVID hit...

AMMONOOSUC COMMUNITY HEALTH SERVICES HAD A NEW PROBLEM:

HOW COULD ACHS CONNECT PEOPLE WITH HEALTH INFORMATION *OUTSIDE* OF THE CLINICAL SETTING?

COVID tests, masks, information, etc.

ACHS HAD MONEY AND RESOURCES, THE LIBRARY HAD ACCESS TO THE COMMUNITY.

And people TRUST libraries!

A partnership was born!

ACHS brought on library director as their "boots on the ground" in the community.

> I did community needs assessments, surveys, distributed COVID tests, masks, and information. I also listened...
>
> 1000+ COVID TESTS DISTRIBUTED!!
>
> (We also started working with food security.)

Using COVID g
ACHS helped s
position.

" I did community needs assessments, surveys, distributed COVID tests, masks, and information. I also listened...

1000+ COVID TESTS DISTRIBUTED!!

(We also started working with food security.)

Using COVID grant funding, ACHS helped subsidize this position.

This put $15,000 back in the library budget.

A NEW COLLABORATIVE PROJECT in 2024

ACHS got a grant to improve access to early childhood screening.

PROBLEM: 25% of children in our area are not being screened for developmental delays.

How do health centers better reach families, especially in rural areas?

SOLUTION:
Use "Community Health Workers"
to meet families where they are.

And where are they?

LIBRARIES!

Library staff come on board!

- Library director comes on as project lead.

- Children's Programming Director works in dual capacity.
  Some of the work overlaps (subsidized by ACHS).

- Outside work is paid for by ACHS.

- ACHS also hired a non-library staffer to do outreach and assessments.

ALL RECEIVE CHW Training!

56 hour multi-week training for all.

Scholarships and stipends available.

North Country Health Consortium & Southern NH AHEC are amazing community resources!

What kind of work does a CHW do?

(...and how much of it are you already doing?)

You are a trusted member of the Community.
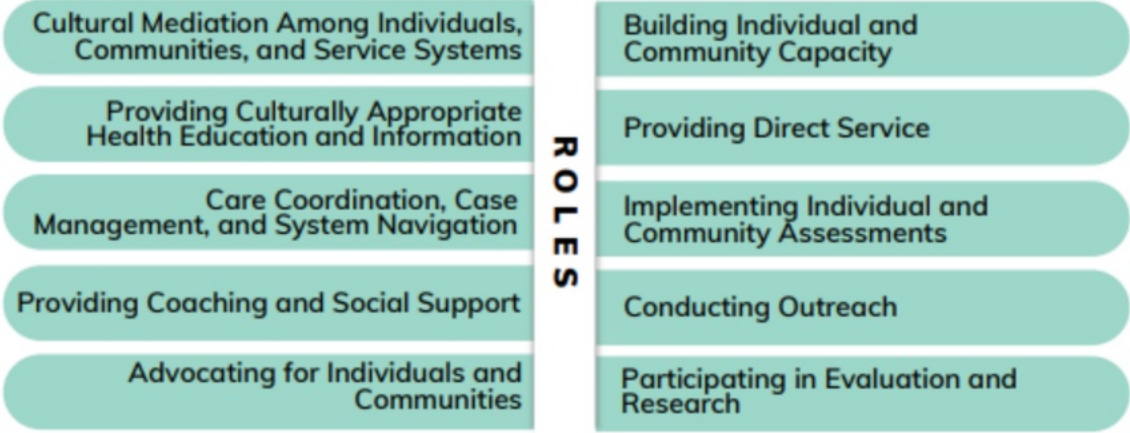
Librarians KNOW THINGS!

And what we don't know, we typically know how to find.

Librarians are CONNECTORS to resources, information, and ideas.

Confidentiality

Librarians are NOT bound by HIPAA
(Health Insurance Portability and
Accountability Act), but we are
professionally bound to not disclose
private/sensitive information.

CHW Self Assessment Tools

Figure 1:
The CHWs Roles and Competencies Support Pyramid

The C3 Core Roles & Competencies

ROLES

- Cultural Mediation Among Individuals, Communities, and Service Systems
- Providing Culturally Appropriate Health Education and Information
- Care Coordination, Case Management, and System Navigation
- Providing Coaching and Social Support
- Advocating for Individuals and Communities
- Building Individual and Community Capacity
- Providing Direct Service
- Implementing Individual and Community Assessments
- Conducting Outreach
- Participating in Evaluation and Research

QUALITIES*

SKILLS

- Advocacy
- Communication
- Evaluation and Research
- Professional Skills and Conduct
- Individual and Community Assessment
- Outreach
- Knowledge Base
- Capacity Building
- Education and Facilitation
- Service Coordination and Navigation
- Interpersonal and Relationship Building

*The C3 Project did not develop a list of CHW qualities but rather endorsed existing research.

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CHW Skills...

1. Communication Skills

2. Interpersonal and Relationship-Building Skills

3. Service Coordination and Navigation Skills

4. Capacity Building Skills

5. Advocacy Skills

6. Education and Facilitation Skills

More CHW skills...

7. Individual and Community Assessment Skills

8. Outreach Skills

9. Professional Skills and Conduct

10. Evaluation and Research Skills

11. Knowledge Base

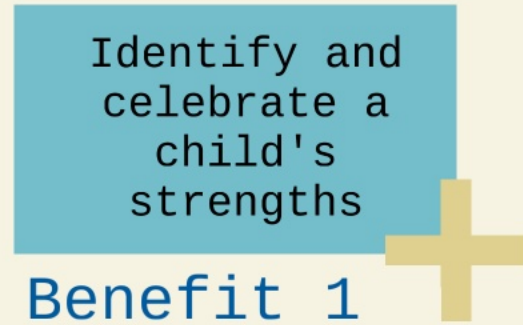# Where we are today...

We are staffed up, trained, and ready to roll!

- Soft-launch of the screening process

- Resource collections

- Referrals and outreach

- Making connections with other community partners who are also working on kindergarten readiness & assessing delays

ACHS ECD Screening Initiative

Why do Developmental Screenings?
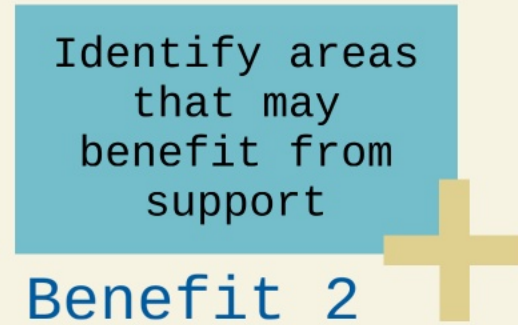
Identify and celebrate a child's strengths

Benefit 1

Identify areas that may benefit from support

Benefit 2
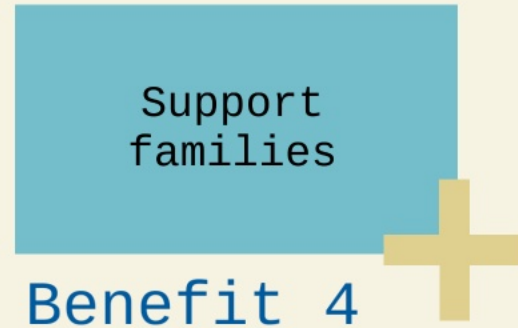
Track developmental progress

Benefit 3

Support families

Benefit 4

The earlier a need is identified and addressed, the more effective and less expensive it will be, and will lead to better life outcomes.

Why the Ages and Stages Questionnaire (ASQ)?

The ASQ is the gold standard screening tool for children. There are 2 types: The ASQ-3 & The ASQ:SE-2

When choosing a screening tool, it's important to select one that's reliable, research-based, and rigorously reviewed.

Similarities and Differences Between ASQ-3 and ASQ:SE-2

The ASQ®-3 and ASQ®:SE-2 tools help parents and professionals to build a picture of children's development and abilities. While these tools share some common features, they also have unique differences that are important to know!

Similarities	Unique features of ASQ-3	Unique features of ASQ:SE-2
• Parent-completed	• Screens 5 developmental areas	• Screens 1 developmental area
• Used in diverse settings (early learning, parenting, pediatrics, public health)	• 21 questionnaire intervals screen from 1–66 months	• 9 questionnaire intervals screen from 1–72 months
• Flexible administration (print, online, with or without support)	• Number of items consistent across questionnaire intervals	• Number of items varies across questionnaire intervals
• Written at 4th–6th grade reading levels	• Items address competence skills	• Items mix social competence and problem behaviors
• Culturally sensitive	• Item response options: Yes, Sometimes, Not Yet	• Item response options: Often or Always, Sometimes, Rarely or Never
• Screening process opens discussion with parents about child's development	• Scoring of item responses is consistent	• Scoring of item responses varies
• Monitoring zone points to areas that would benefit from practice or support	• Before answering, items must be tried with child	• Items may be answered based on recent memory of child's behavior
• Referral area indicates need for ongoing assessment (and possible services)	• Answers based on observation of child's skills	• Answers based on observation and personal interpretation of behavior
• Overall section captures parent concerns, qualitative details about child's skills/behavior	• Results of multiple questionnaires (parent, teacher, other caregiver) can be combined for scoring	• Results of multiple questionnaires (parent, teacher, other caregiver) should not be combined for scoring
• Follow-up includes parent concerns	• Scores below cutoff in any area indicate need for follow-up	• Scores above cutoff indicate need for follow-up
• Extensively researched with high reliability and validity		

Learn more about the ASQ tools at www.agesandstages.com

Similarities and Differences Between

ASQ:3 and **ASQ:SE-2**

The ASQ®-3 and ASQ®:SE-2 tools help parents and professionals to build a picture of children's development and abilities. While these tools share some common features, they also have unique differences that are important to know!

Similarities

- **Parent-completed**
- Used in **diverse settings** (early learning, parenting, pediatrics, public health)
- **Flexible administration** (print, online, with or without support)
- Written at **4th–6th grade reading levels**
- **Culturally sensitive**
- **Screening process** opens discussion with parents about child's development
- **Monitoring zone** points to areas that would benefit from practice or support
- **Referral area** indicates need for ongoing assessment (and possible services)
- **Overall section** captures parent concerns, qualitative details about child's skills/behavior
- **Follow-up** includes parent concerns
- Extensively researched with **high reliability and validity**

Unique features of ASQ:3

- Screens **5 developmental areas**
- **21 questionnaire intervals** screen from **1–66 months**
- **Number of items consistent** across questionnaire intervals
- Items address **competence skills**
- Item response options: **Yes, Sometimes, Not Yet**
- Scoring of item responses is **consistent**
- Before answering, **items must be tried with child**
- Answers based on **observation of child's skills**
- Results of multiple questionnaires (parent, teacher, other caregiver) **can be combined** for scoring
- Scores **below cutoff** in any area indicate need for **follow-up**
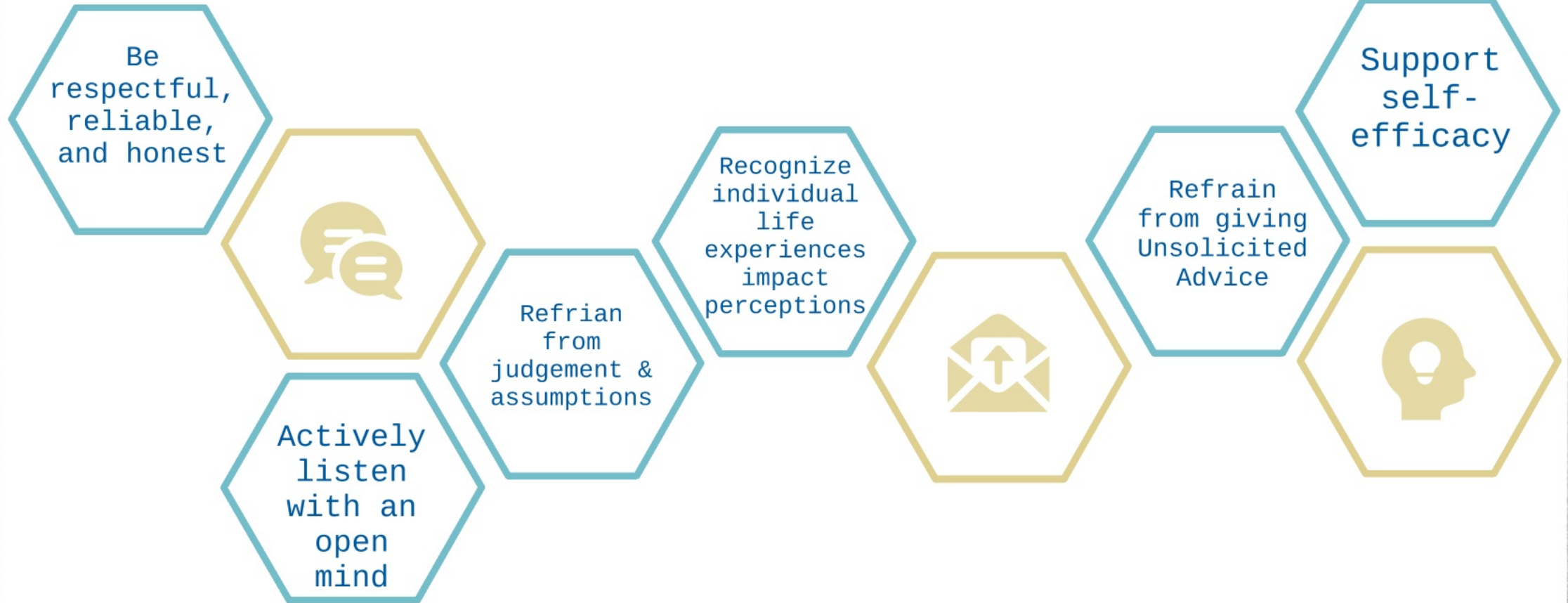
Unique features of ASQ:SE-2

- Screens **1 developmental area**
- **9 questionnaire intervals** screen from **1–72 months**
- **Number of items varies** across questionnaire intervals
- Items mix **social competence** and **problem behaviors**
- Item response options: **Often or Always, Sometimes, Rarely or Never**
- Scoring of item responses **varies**
- Items may be **answered based on recent memory of child's behavior**
- Answers based on **observation and personal interpretation of behavior**
- Results of multiple questionnaires (parent, teacher, other caregiver) **should not be combined** for scoring
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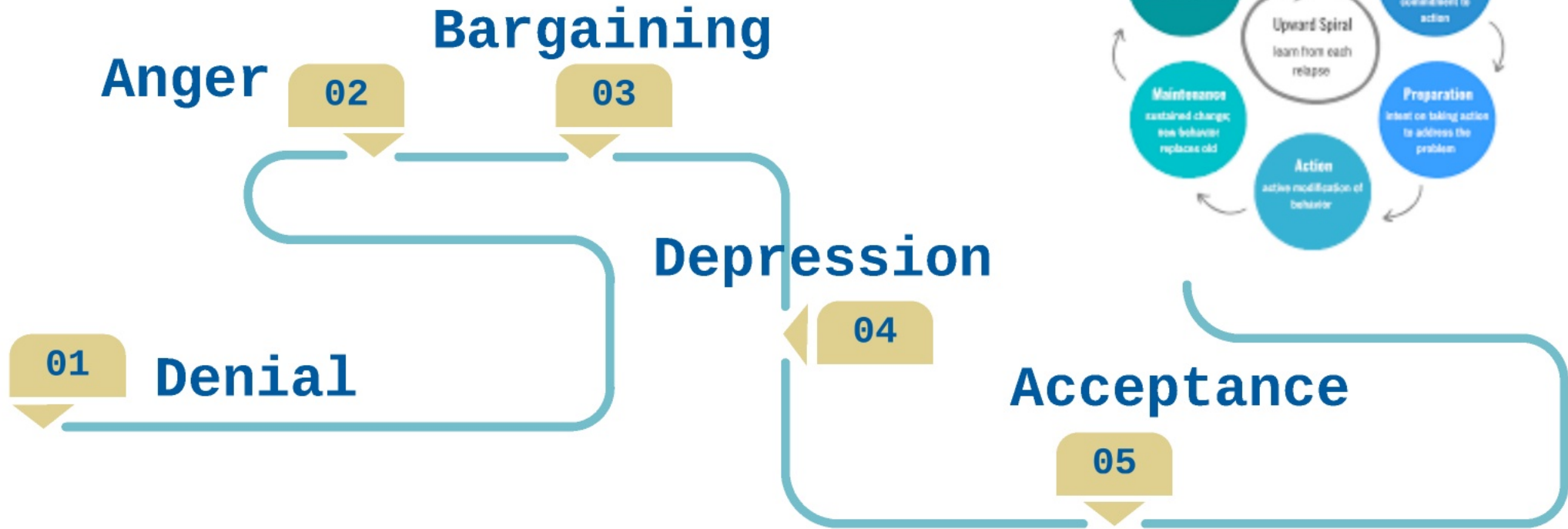
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Additional Screening Tools

1 **Parents' Evaluation of Developmental Status (PEDS)** https://pedstest.com/introduction-to-peds/

2 **Child Development Inventories (CDI)** https://childdevelopmentreview.com/specialiststools/child-development-inventory

3 **The Survey of Wellbeing of Young Chiledren (SWYC)** https://childdevelopmentreview.com/specialiststools/child-development-inventory

4 **Whole Child Assessment (WCA)** https://lluch.org/health-professionals/whole-child-assessment-wca

5 **Modified Checklist for Autism in Toddlers (M-CHAT)** https://www.mchatscreen.com/

Meeting Families Where They Are

Anger

Bargaining

02

03

Depression

04

01

Denial

Acceptance

05

STAGES OF CHANGE

Pre-Contemplation
no intention of changing behavior

Contemplation
aware a problem exits but with no commitment to action

Relapse
fall back into old patterns of behavior

Upward Spiral
learn from each relapse

Preparation
intent on taking action to address the problem

Maintenance
sustained change; new behavior replace old

Action
active modification of behavior

Motivational Interviewing

A collaborative person centered approach that is respectful and non-judgemental

Helps individuals express their own desire for change, and helps them plan for and begin the process

Assist individuals in working through their ambivalence or resistance

Principles of MI

Empathy	Communicate respect & acceptance
Discrepancy	Elicit pros & cons of behavior
Avoid Argument	Do not confront or put on defense
Roll with Resistance	Respect individual's autonomy
Support Self-Eficacy	Communicate that they are capable

Components of Motivational Interviewing

O — ## Open Ended Questions
A question that invites a person to think before responding.

A — ## Affirming
To recognize and acknowledge that which is good; to support and encourage.

R — ## Reflective Listening
Desinged to clarify your understanding and convey this understanding

S — ## Summarizing
Reflections that pull together several things that a person has told you

Share Resources & Information

Family Resource Center
can do ASQ screens & provides
other family supports

CDC Milestone Tracker App
fill out milestone checklists
and get tips to build skills

Parent Information Center
Resources & information
NH Family Voices

VROOM
provides tips for way to enhance
daily interactions with your child

Early Supports & Services
Assessment & services for 0-3
Local District for 3+

211 - connection to essential
community services
Service Link: 1-(866)-634-9412

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(...and how much of it are you already doing?)

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PROBLEM:
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And then COVID hit...

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Relationship Building with Families
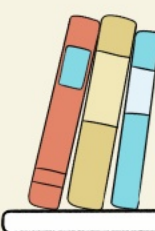
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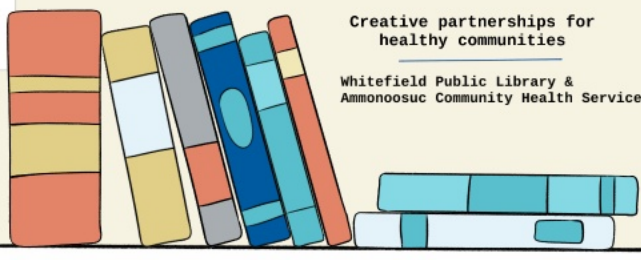
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