

Results Driven Accountability (RDA) Stakeholder Meeting

October 18, 2023

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Sue Bainter, Janice Lee



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The work of RDA shaped a mission....

Routines Based Early Intervention (RBEI)

To promote the growth and development of infants and toddlers with disabilities, ages birth to three years, by helping **families** build upon activities they do everyday to **meet their own needs and support their child's learning.**

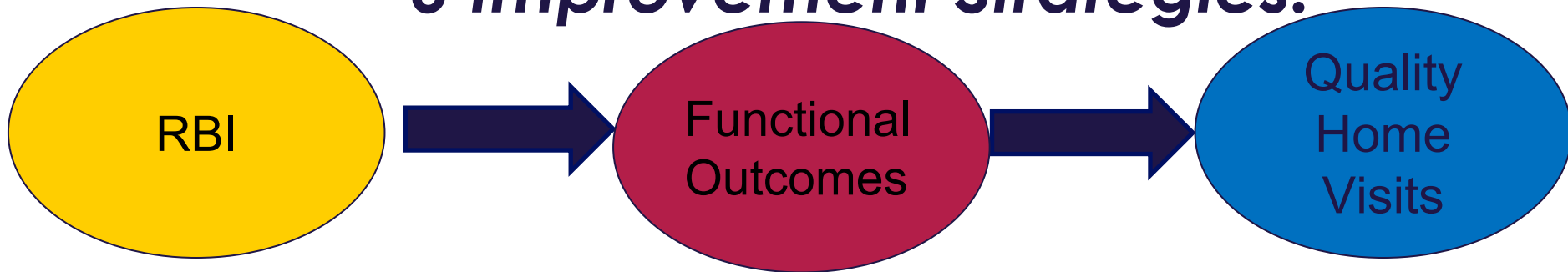


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Routines Based Early Intervention (RBEI)

3 Improvement Strategies:



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Strategy # 1: Routines Based Interview (RBI)



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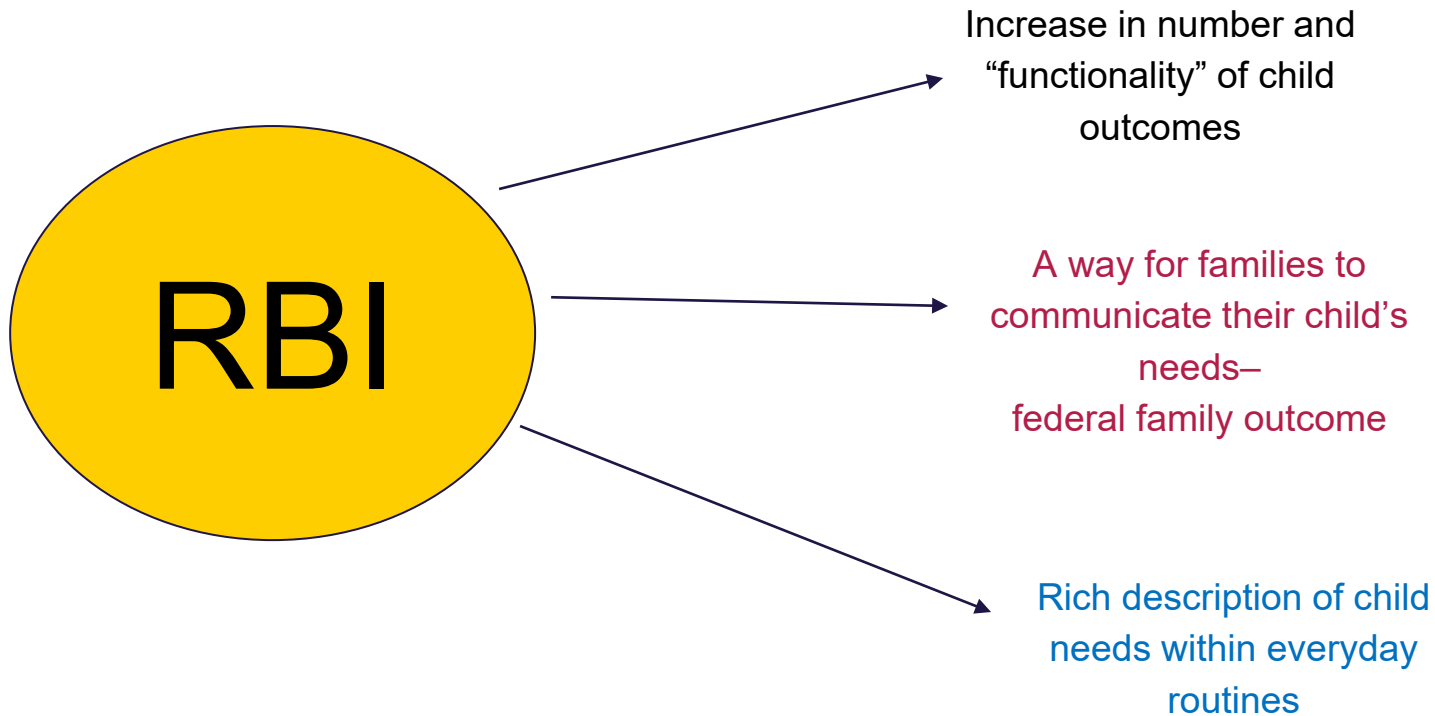
What is the RBI

The RBI is a semi-structured interview during which the family describes their day to day life in terms of their child and family's function: what's going well and what's not.

Why Choose the RBI

- Meets regulation for the child and family assessments
- Based in evidence about how young children learn
- Structured to help families identify their concerns and priorities
- Was already being used in 10 Planning Region Teams in Nebraska

What are we expecting from the RBI?



RBI Boot Camps – For Training

Four State Sponsored Boot Camps

- 3 Face to Face
- 1 Virtual

Strategy #2: Functional Individualized Child and Family Outcomes



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Functional IFSP Outcomes

IFSP Outcomes are based on:

- Child participation within everyday routines (child outcomes), and
- Family perceived needs – housing, education, medical resources, etc. (family outcomes).



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Meaningful and Functional IFSP Outcomes

- Come from the family
- Are prioritized by the family
- Have a direct impact on the family's life....making the **family**'s life better and supporting the family to help the **child** grow and develop.

Functional IFSP Outcomes

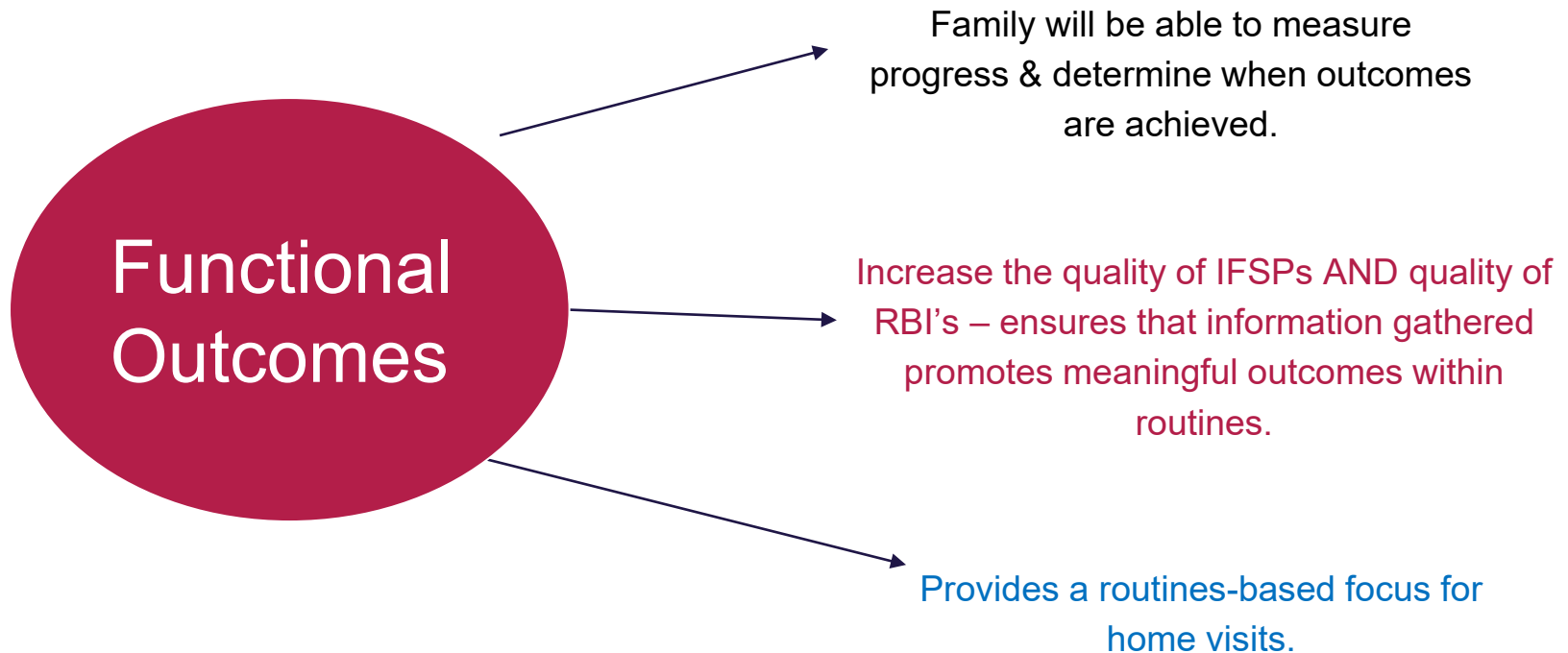
Child Outcome:

During morning getting ready time, Gracie will crawl to get to where the rest of the family is. We will know she can do this when she crawls from one room to another, following a family member, at least 4 mornings a week for one week.

Family Outcome:

Sandy and Joe will find a childcare provider they are comfortable leaving Braden with, by December 1, 2023 so they can go back to regular work schedules.

What are we expecting from training on writing outcomes?



Strategy 3: Routines-Based Home Visits: Getting Ready Approach



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What is Getting Ready (GR)?

Getting Ready

The **GR Approach** is focused on enhancing child outcomes by strengthening engagement between, and building competencies within:

- parent-child interactions
- parent- early intervention professionals (providers and SC's).

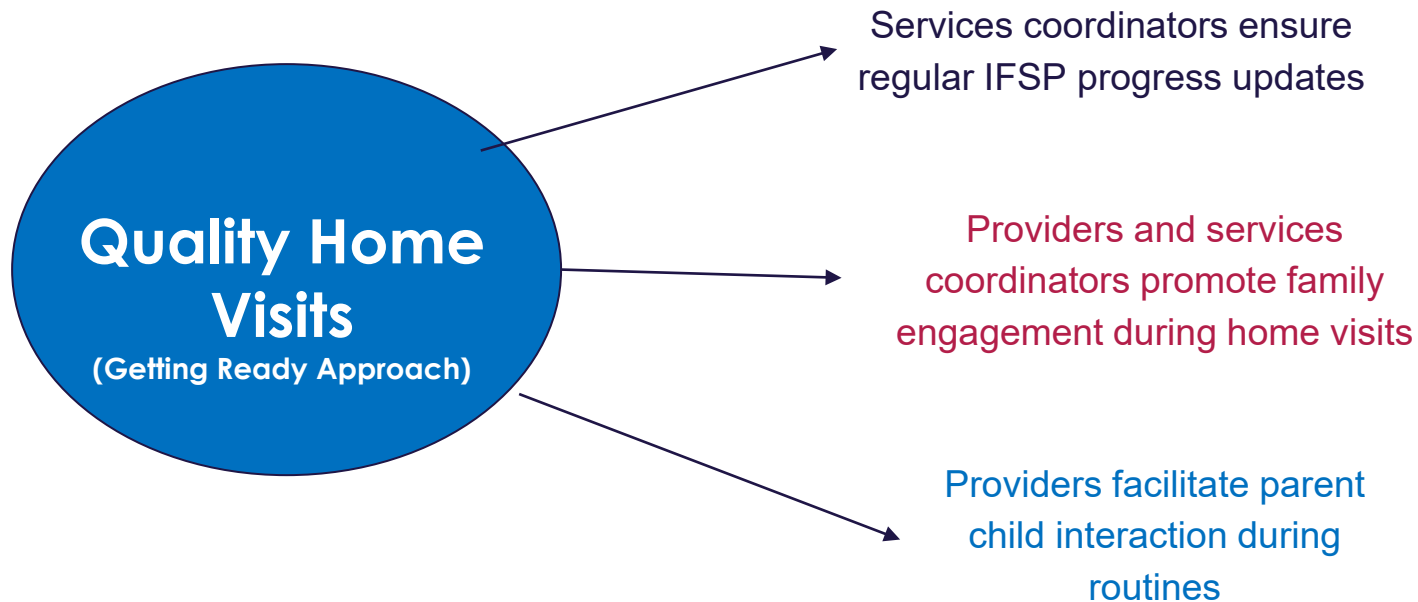
What is the evidence of impact?

Research to date indicates that the Getting Ready Approach is effective at improving parenting behaviors known to support positive child outcomes (Knoche et al, 2012).

Compared to their counterparts in the control condition, parents in the Getting Ready treatment group demonstrated the following with their child:

- greater degree of warmth and sensitivity;
- more support for their child's autonomy;
- more appropriate supports for their child's learning;
- more appropriate guidance and directives.

What are we expecting from training on routines-based home visits?



How Do We Sustain the Practices?

- Continue to offer State sponsored training and coaching.
- Establish sustainable coaching systems at state/local levels.
- Support the implementation of a regional system to analyze quality data.

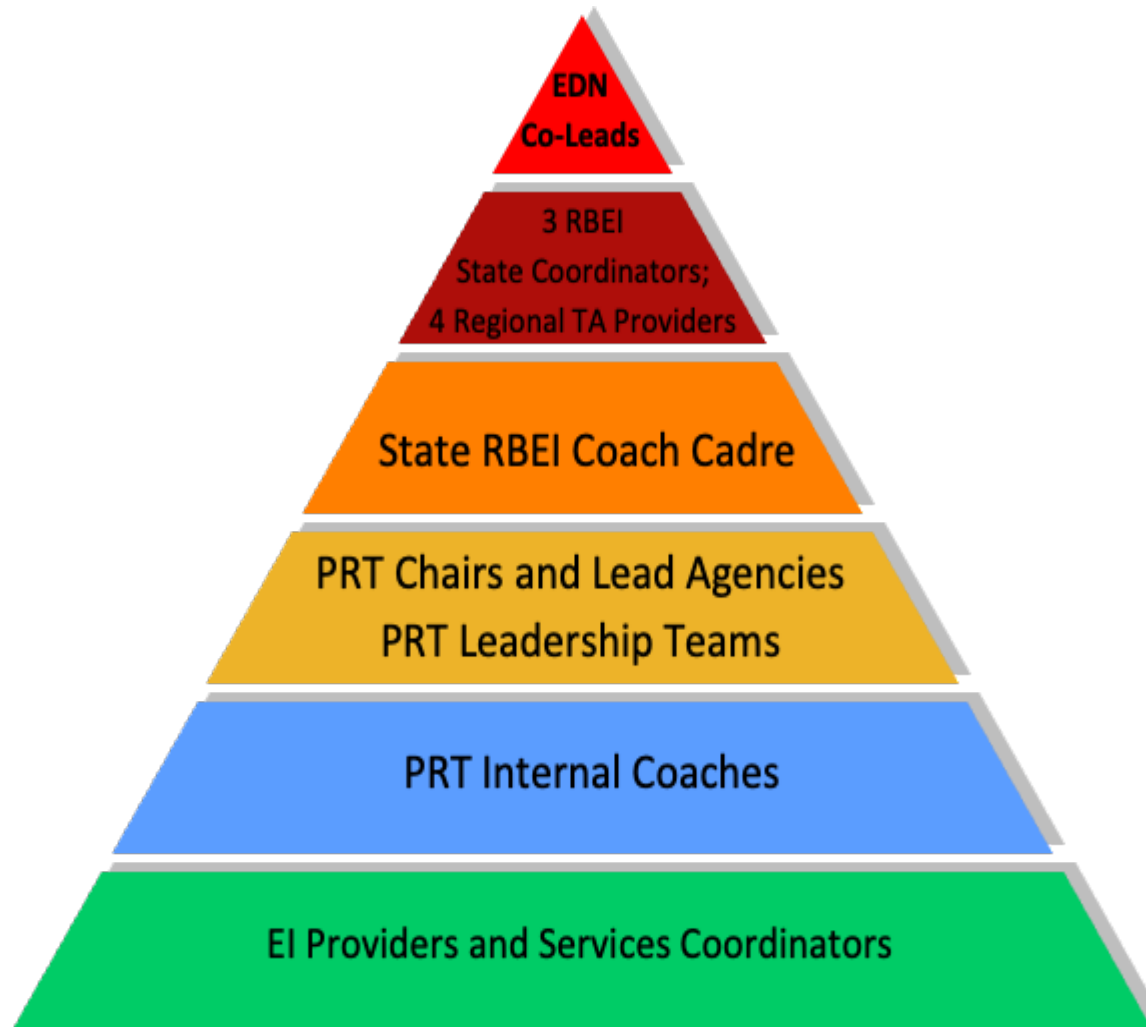
Professional Development/ Technical Assistance



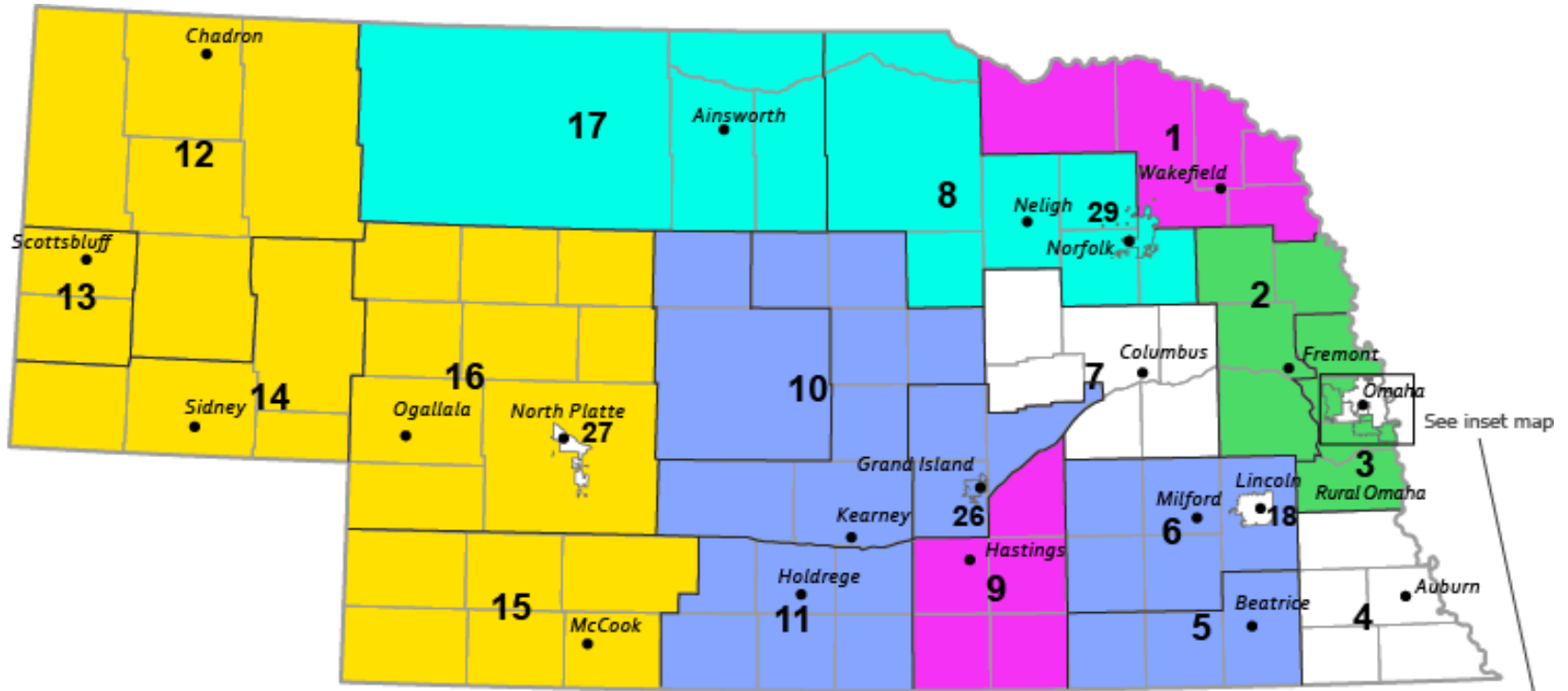
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Nebraska's RBEI Infrastructure



2023 TA MAP



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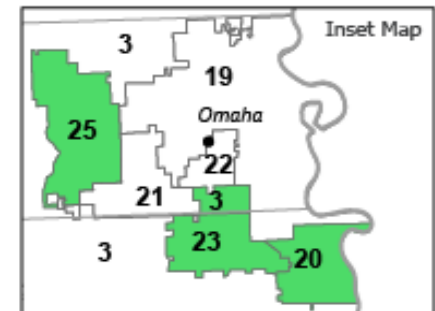
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TA Providers...

Assist local PRTs to:

- Set up RBI, Functional Outcome and Quality Home Visit training to ensure ongoing fidelity
- Facilitate capacity-building for internal coaches
- Help build PRT data collection

TA Providers...

- Support the implementation of new practices into regional EI process
- Develop PRT Leadership
- Conduct Regional Leadership calls 2x a year

Infrastructure Support

PRTs with strong leadership teams are more effective in supporting implementation.....

TA for Leadership Team Development:

- Help develop clear understanding of the role and function of the leadership team, including membership
- Help with the development of a quality Targeted Improvement Plan
- Help with the development of an ongoing communication plan between PRT's with districts, contractors, Service coordinators and other stakeholders
- Help w/building an infrastructure for implementation, ongoing fidelity, and evaluation of progress for RBEI and Getting Ready



**Promoting
Outcomes for
Infants/Toddlers
with Disabilities
through Evidence-
Based Practices**

cei.unl.edu

Advisory Board and Focus Group Information

- We are conducting the Coaching in Early Intervention research study, which focuses on the development and evaluation of a coaching model to provide support to coaches and early intervention personnel providing services to families with infants/toddlers with disabilities.
- The RDA Stakeholder Group is an advisory group for our study. We will be asking you some questions for your input and will be using these to help shape our research.

Advisory Board and Focus Group Information

- Thus, your involvement in this focus group/stakeholder feedback session includes research.
- You do not have to participate in this study.
- If you have questions about your rights as a research subject, you may contact the UNL Institutional Review Board at 402-472-6965.
- Do you have any questions you would like answered now?

Project Team

University of Nebraska-Lincoln: Nebraska Center for Research on Children, Youth, Families and Schools

- Lisa Knoche
- Rachel Schachter
- Gwen Nugent
- Susan Sheridan
- Sue Bainter
- Sommer Fousek
- Sandra Scruggs

Nebraska Early Development Network

- Part C Services for Infants/Toddlers with Disabilities
- Co-led by Nebraska Department of Education and Nebraska Department of Health and Human Services

State/Mentor Coaches

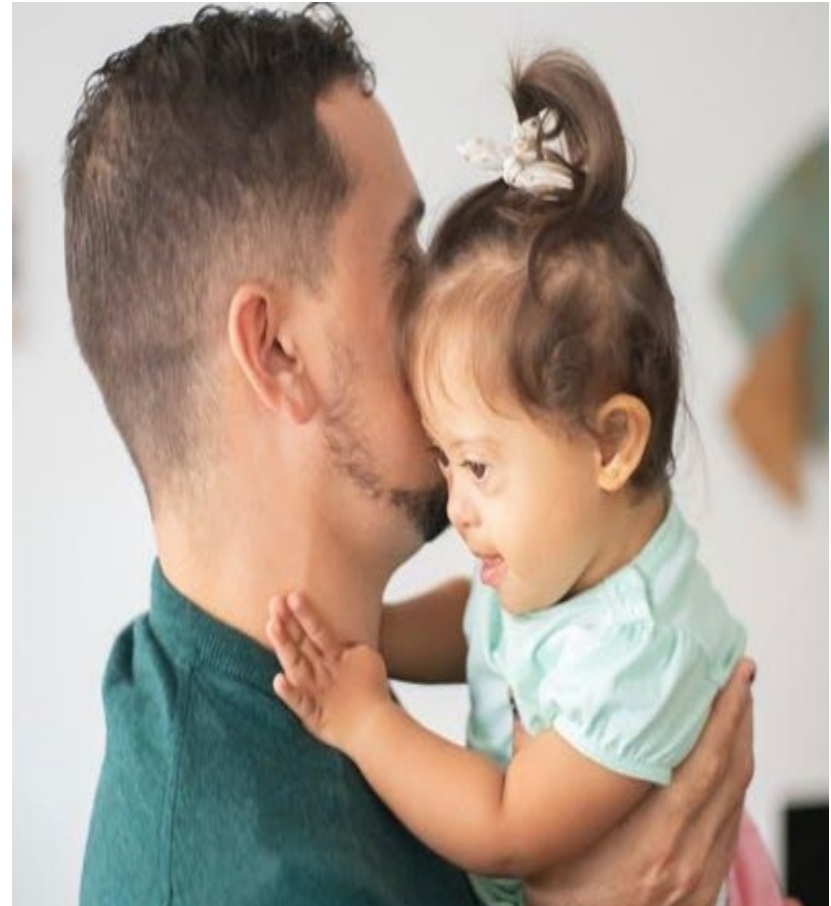
- Janice Lee
- Sheila Brodersen
- Tina Kilgore

Funder

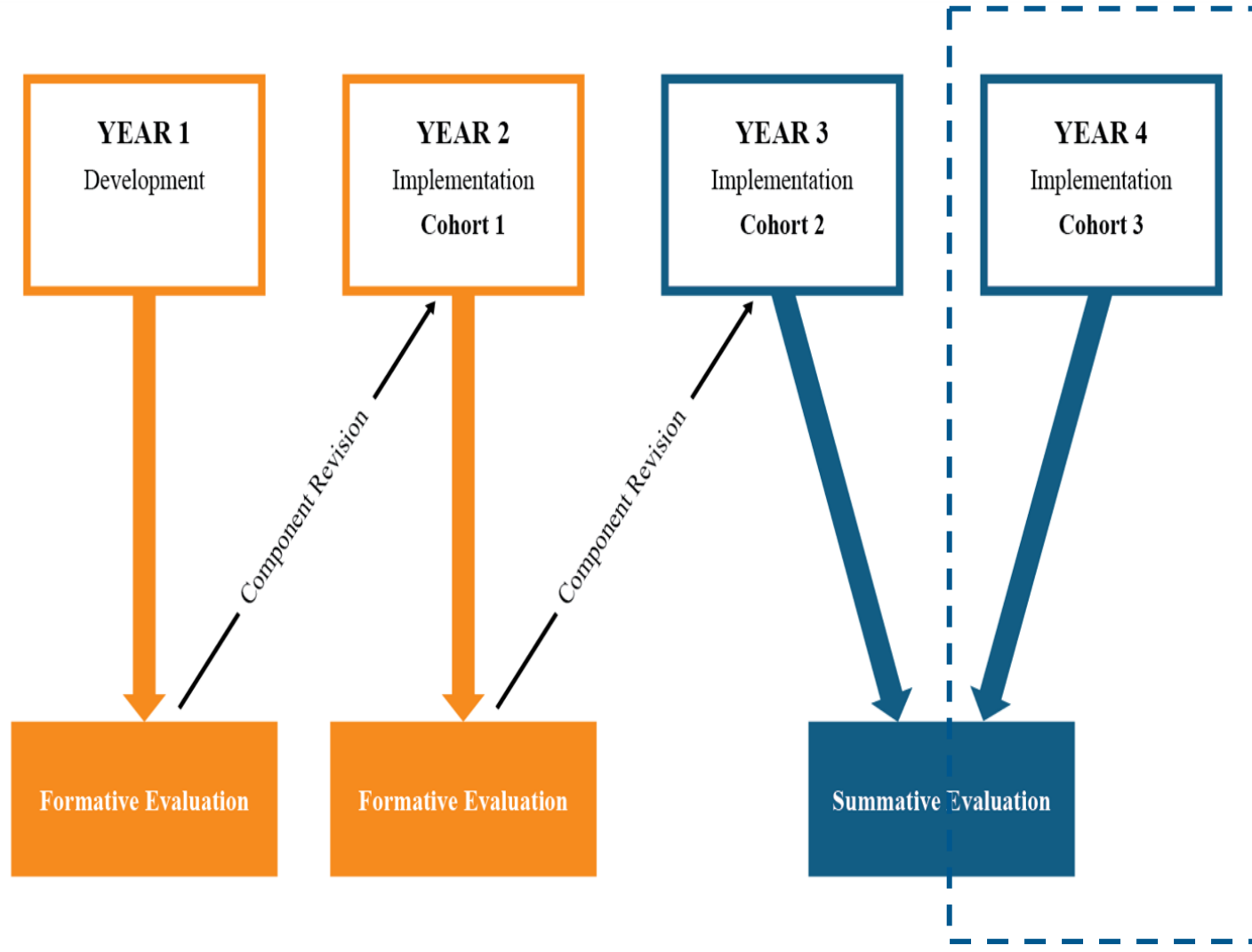
- US Department of Education; Office of Special Education Programs
- Model Demonstration Project

Project Objectives

- (1) Support and improve *infant/toddler developmental outcomes*;
- (2) Encourage and promote *use of EBPs* by local EI personnel;
- (3) Improve *knowledge, skills and practices of site-based coaches* regarding coaching practice, data-driven activities and EBPs for site-based coaches;
- (4) Establish *sustainable coaching systems* at the state/local levels.



Overall Project Timeline





Coaching to Support EI Professionals: *What is it?*



- Coaching in Early Intervention (CEI) builds on the strengths of the state system.
- CEI creates system of support, through coaching, for use of Getting Ready and RBI strategies by providers and services coordinators, including approval coaches.

Coaching Professionals

- Coaching is a collaborative learning process that is intentionally designed to promote sustainable growth in the necessary attitudes, skills, and knowledge of the coachee to effectively implement best practices for the development of young children and their families.

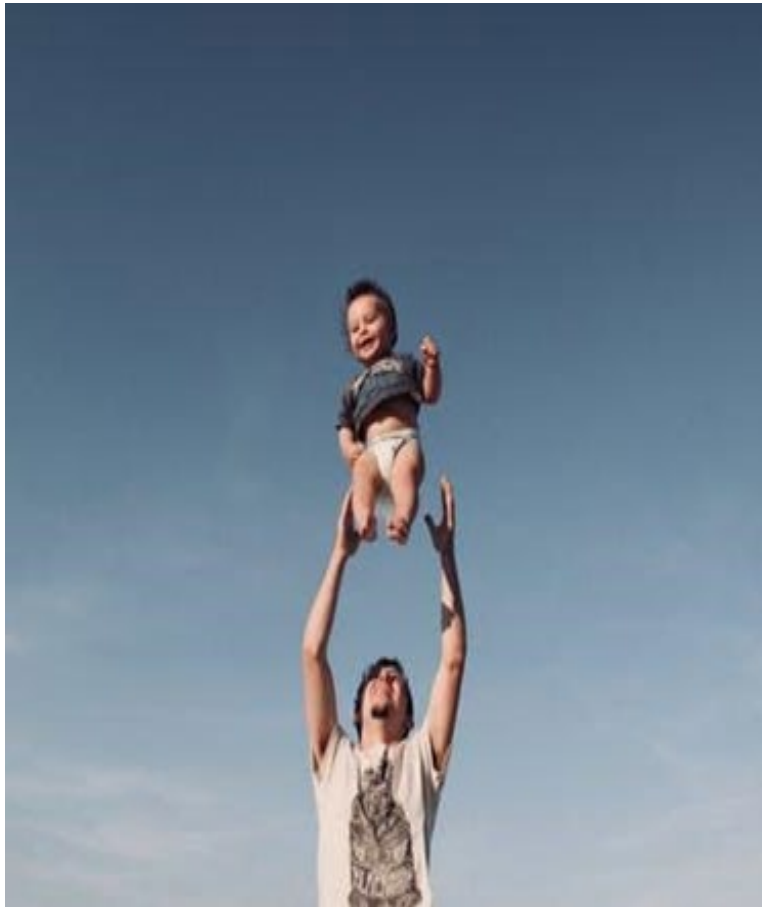
*An Introduction to The Nebraska Early Childhood Coaching Guidebook:
Competencies for Professional Practice*
<https://coachdevelopmentnetwork.com/>

Evidence-based Coaching Practices

- Relationships
- Goal Setting and Joint Planning
- Observation
- Modeling
- Reflection
- Feedback

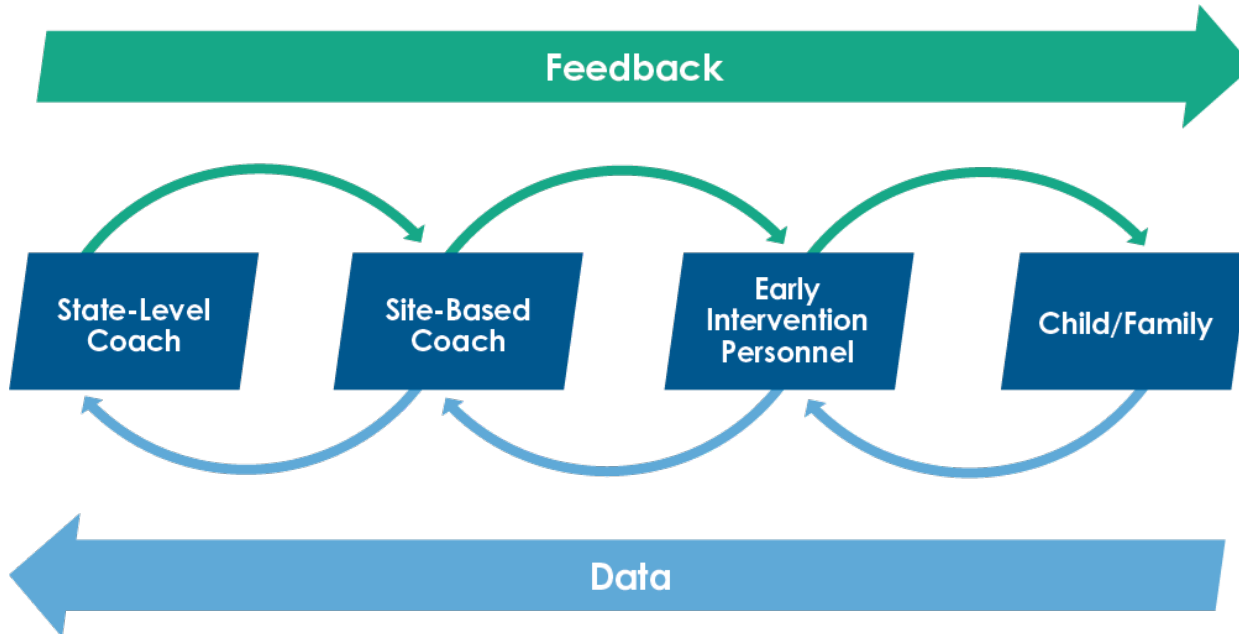


How does coaching benefit families?

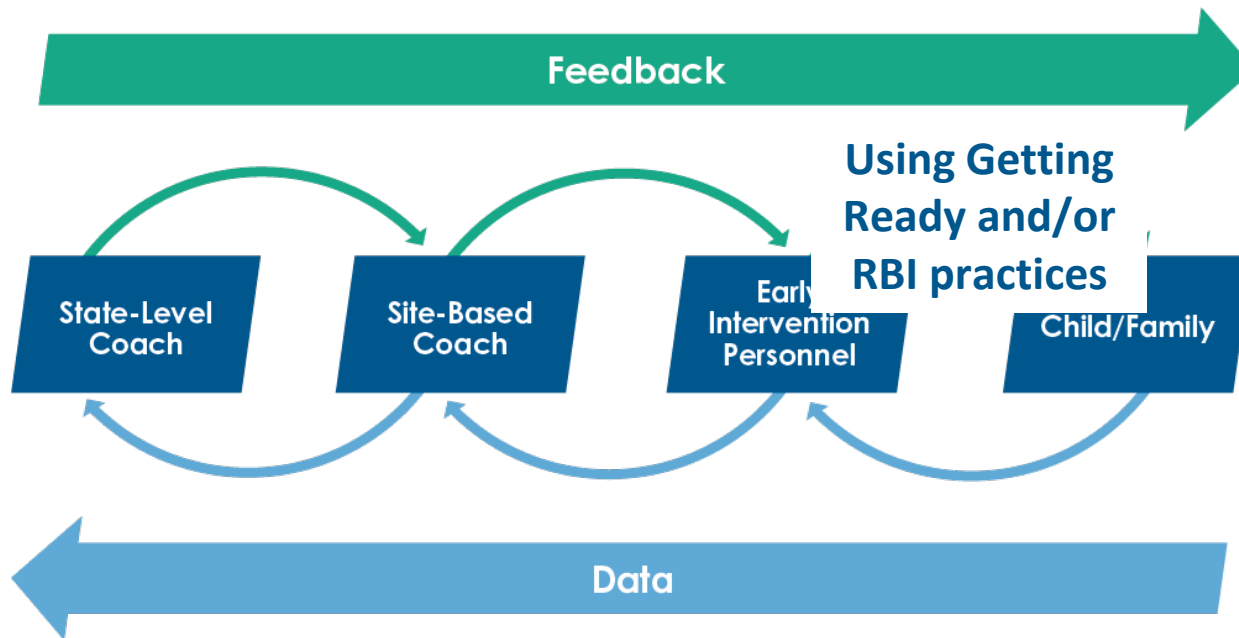


- Coaching is implemented to support use of evidence-based practices like Getting Ready and Routines-Based Interviews.
- By improving EI professionals' use of these practices during their visits, families and children benefit by experiencing high-quality programming and EI services.

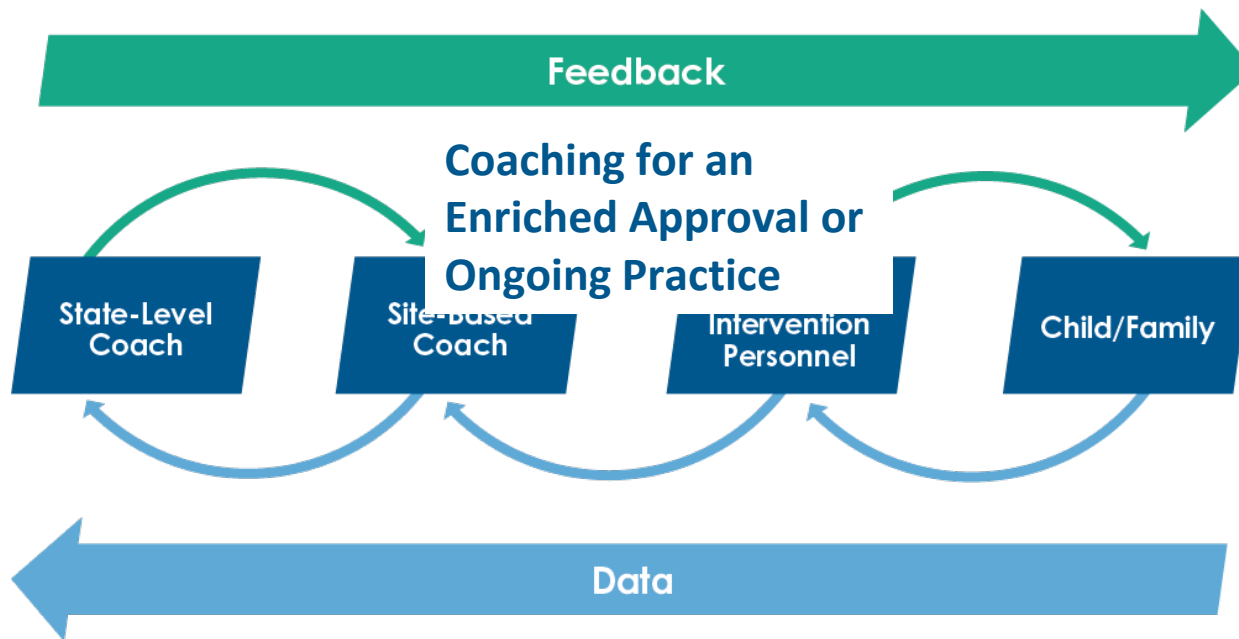
WHO is involved?



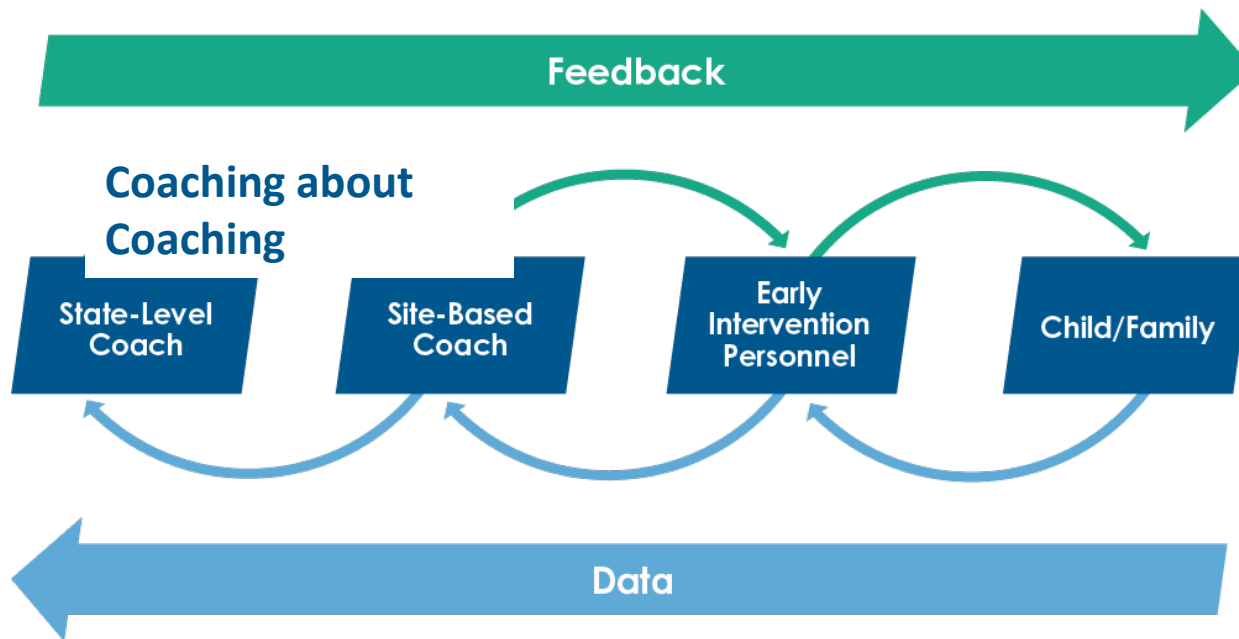
What is the support about at each level?



What is the support about at each level?



What is the support about at each level?



- CEI was featured in the October 2023 OSEP Director's Message, Showcasing Implementation in Action
- CEI team presented at OSEP Leadership & Project Director Conference, July 2023



OSEP Update

A Newsletter for OSEP Grantees and Interested Stakeholders

October 2023

Showcasing Implementation in Action

Coaching in Early Intervention



Early childhood coaching is a training and professional development strategy to support teachers and other professionals who work directly with young children and their families. The University of Nebraska's Center for Research on Children, Youth, Families and Schools is promoting evidence-based practices among early intervention coaches, which improve infant and toddler outcomes.

Visit their [webpage](#) to read more or watch their [two-minute video](#).



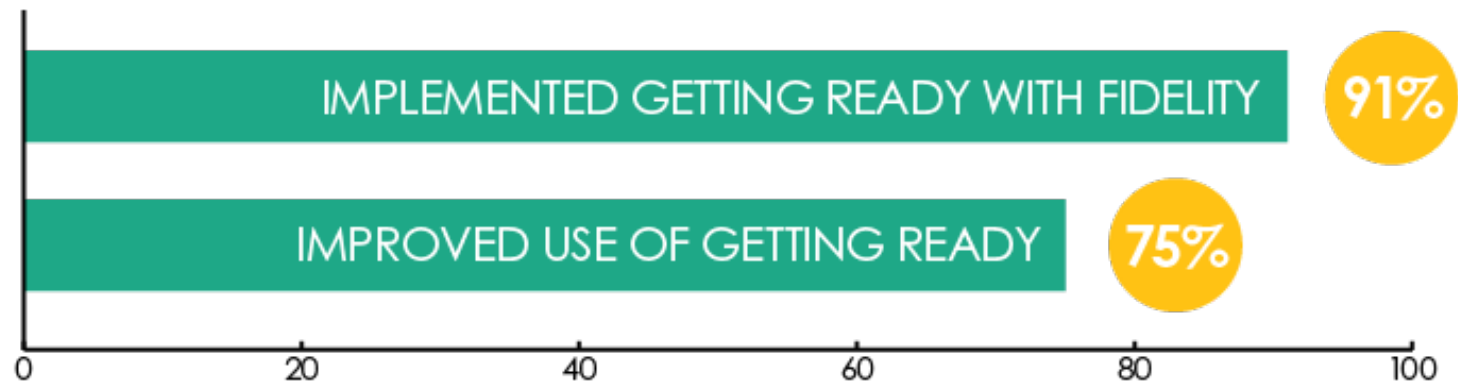
Participant Panel

- Carissa Simonsen
Speech-Language Pathologist, ESU 2
- Jenna Koperski-Bohn
Lead Services Coordinator, ESU 2
- Sheila Brodersen
School Psychologist, Papillion-La Vista
Community Schools
State Level RBI/GR Coach

Two vertical bars on the left side of the slide: a dark blue bar on the left and a teal bar on the right, both extending from the top to the bottom of the slide.

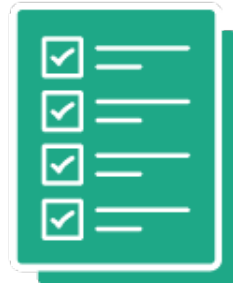
What are we learning?

Of providers and service coordinators who received CEI coaching:



Of coaches who participated in the CEI project:

100%



Used all CEI coaching practices (e.g. reflection, modeling, feedback) with fidelity.

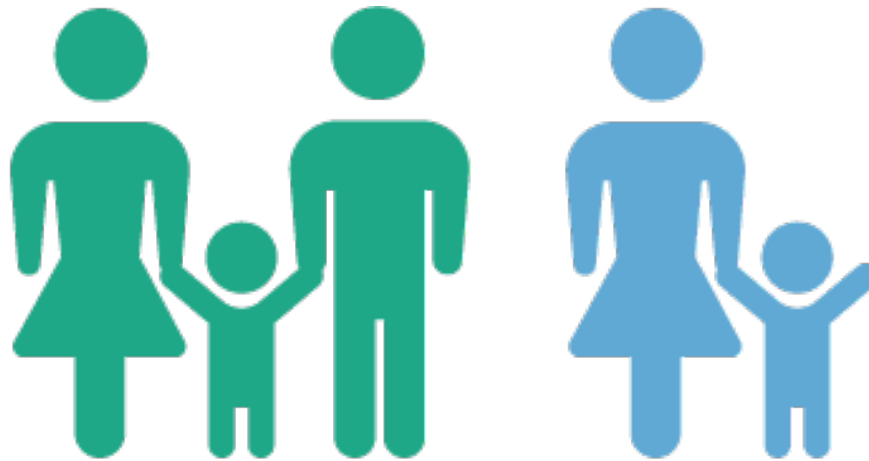
100%



Reported improved knowledge of coaching practices.



100%



Of families were satisfied with early intervention personnel efforts.

Input



- What was most compelling about information shared today?
- What are the next steps for expanding this kind of "coaching of coaches" in PRTs? What would be initial steps to advance coaching within your PRT?
- What would you like more information about?

Thank You

For additional information:
Lisa Knoche lknoche2@unl.edu

<https://cei.unl.edu/>



Coaching in Early Intervention is funded by the U.S. Department of Education's Office of Special Education Programs through grant number H326M200017.

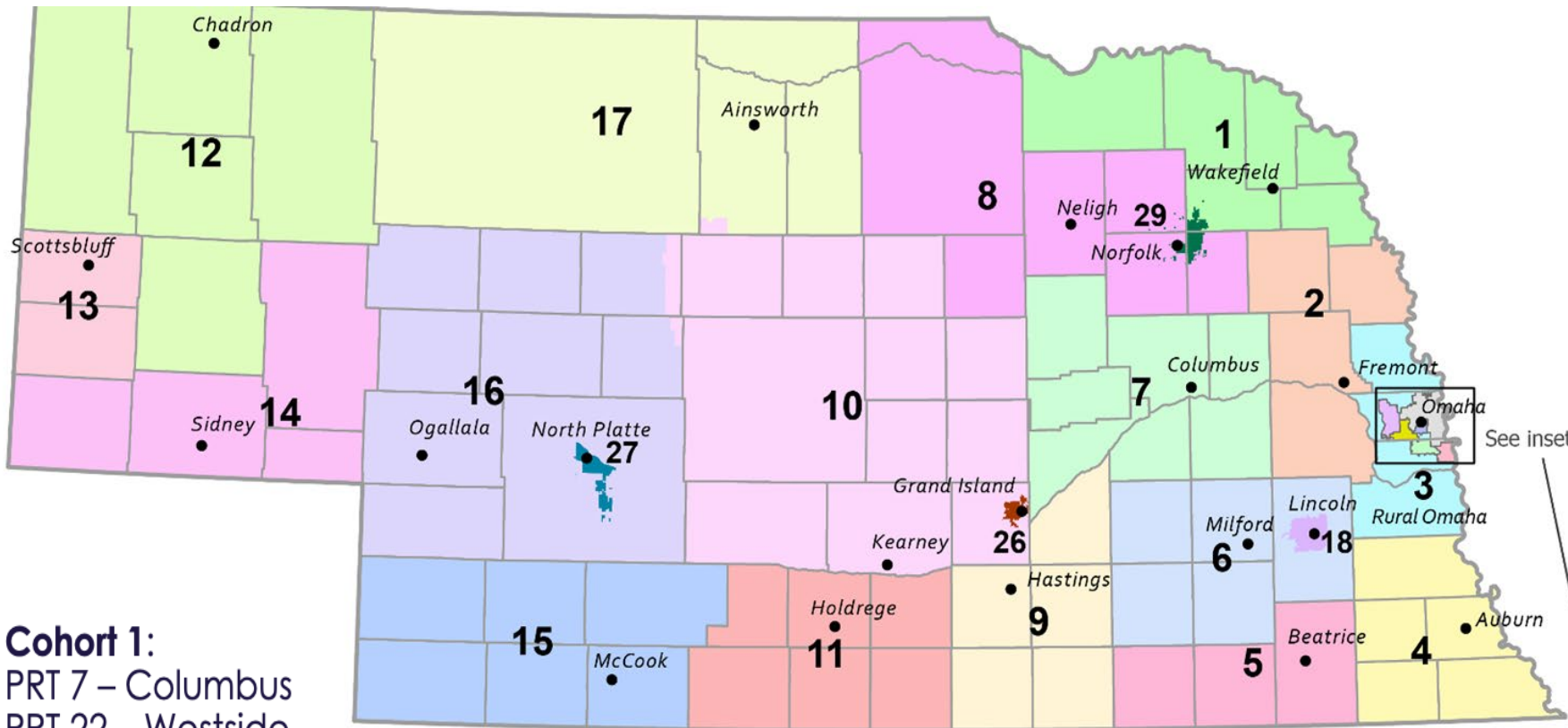
The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Planning Region Teams

Planning Region Teams are an organized group of parents, advocates, representatives from school districts, ESUs, Head Start, and other relevant agencies serving infants/toddlers and their families assisting in the planning and implementation of the Early Intervention Act in each local community

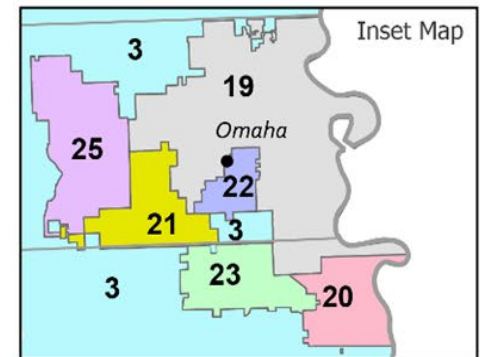
Planning Region Teams



See inset map

Cohort 1:
 PRT 7 – Columbus
 PRT 22 – Westside
 PRT 27 - North Platte

Cohort 2:
 PRT 4 - Auburn
 PRT 18 - Lincoln
 PRT 19 - Omaha
 PRT 21 - Millard



Planning Region Teams

Purpose: Address gaps and barriers to services for infants and young children.

Membership

- Local School Districts
- Social Services
- Health Organizations
- Head Start
- Public and Private Agencies
- Families
- Child Care Providers

Evaluating Effectiveness

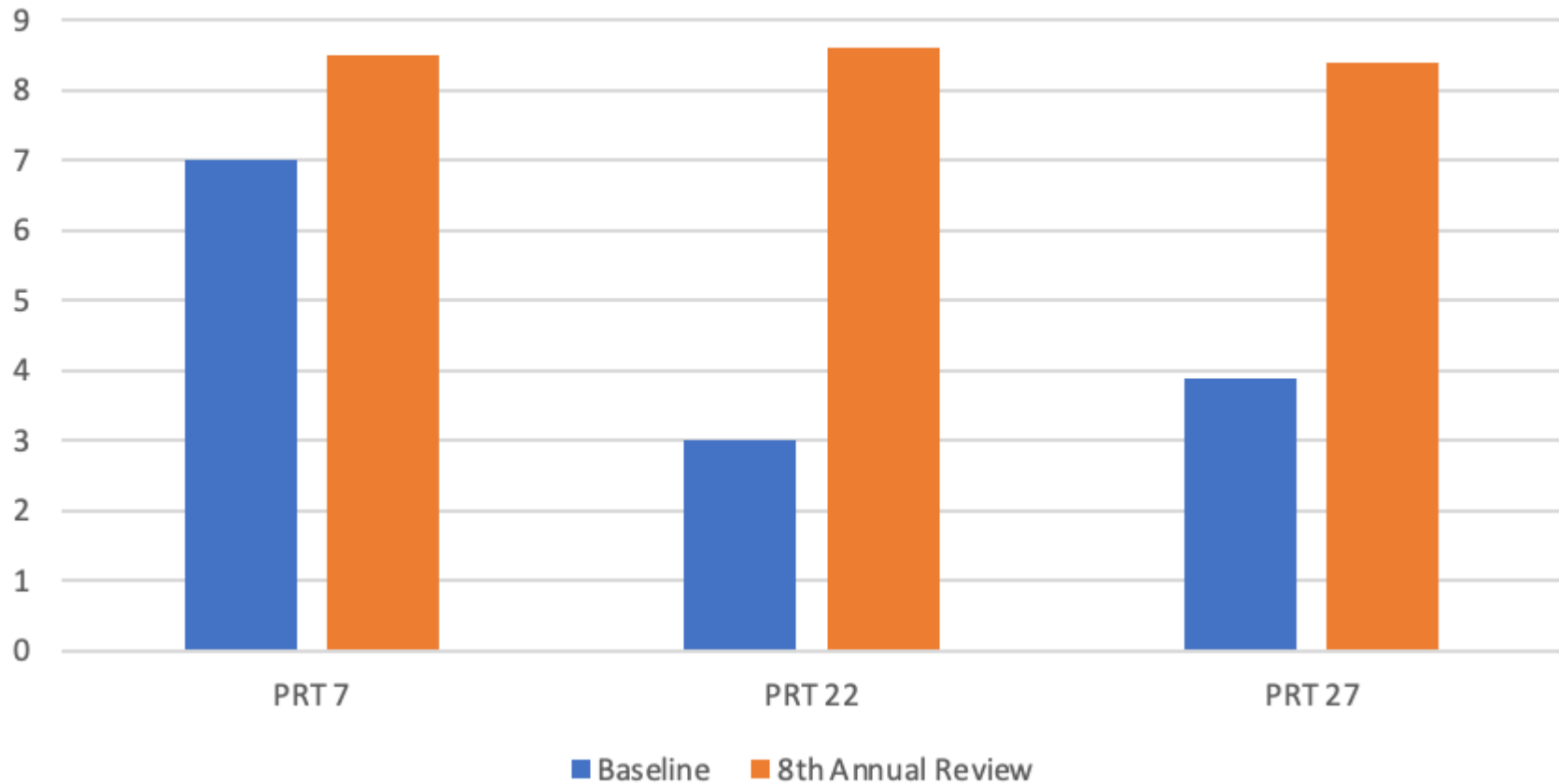
- Fidelity Checks for RBI and Quality Home Visits
- IFSP Outcome Analysis
- Home Visit Videos
- Research Studies
- Child and Family Outcome Data

Annual IFSP Outcome Analysis

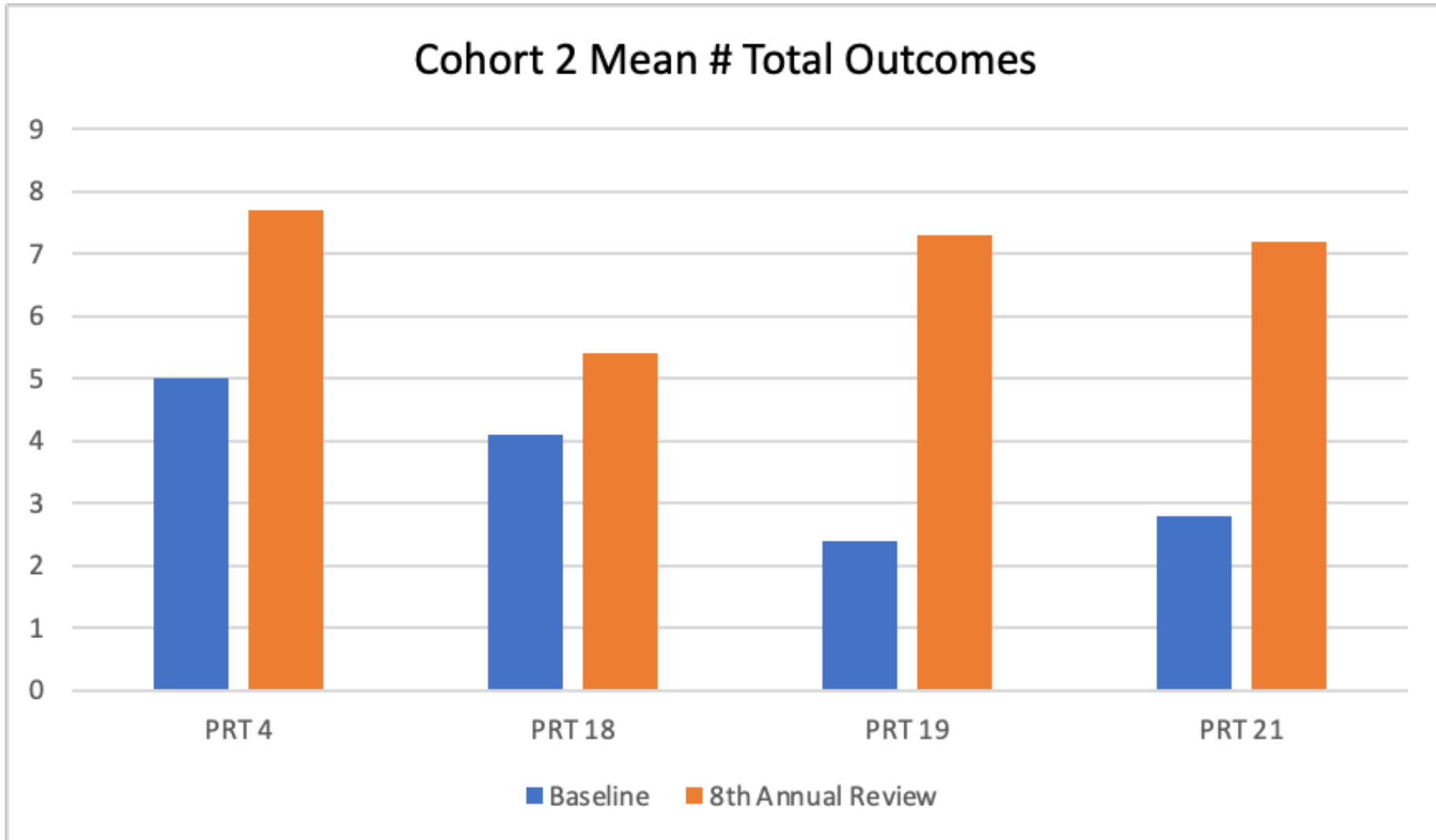
IFSPs from Cohort Planning Region Teams are analyzed for quality and quantity of outcomes (i.e. do they have routines, are they measurable etc.).

IFSP Quantity Outcome Data

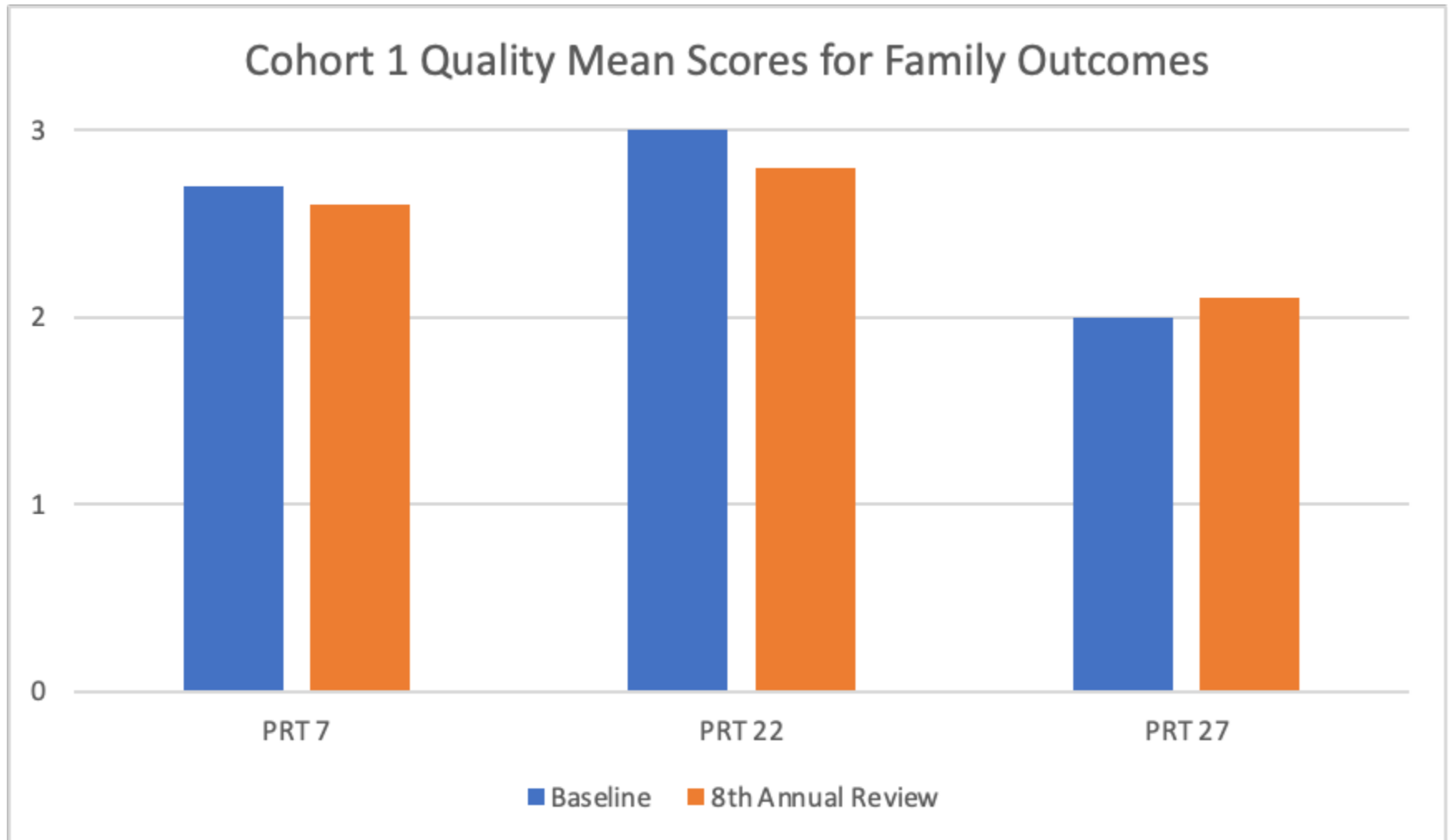
Cohort 1 Mean Total # Outcomes



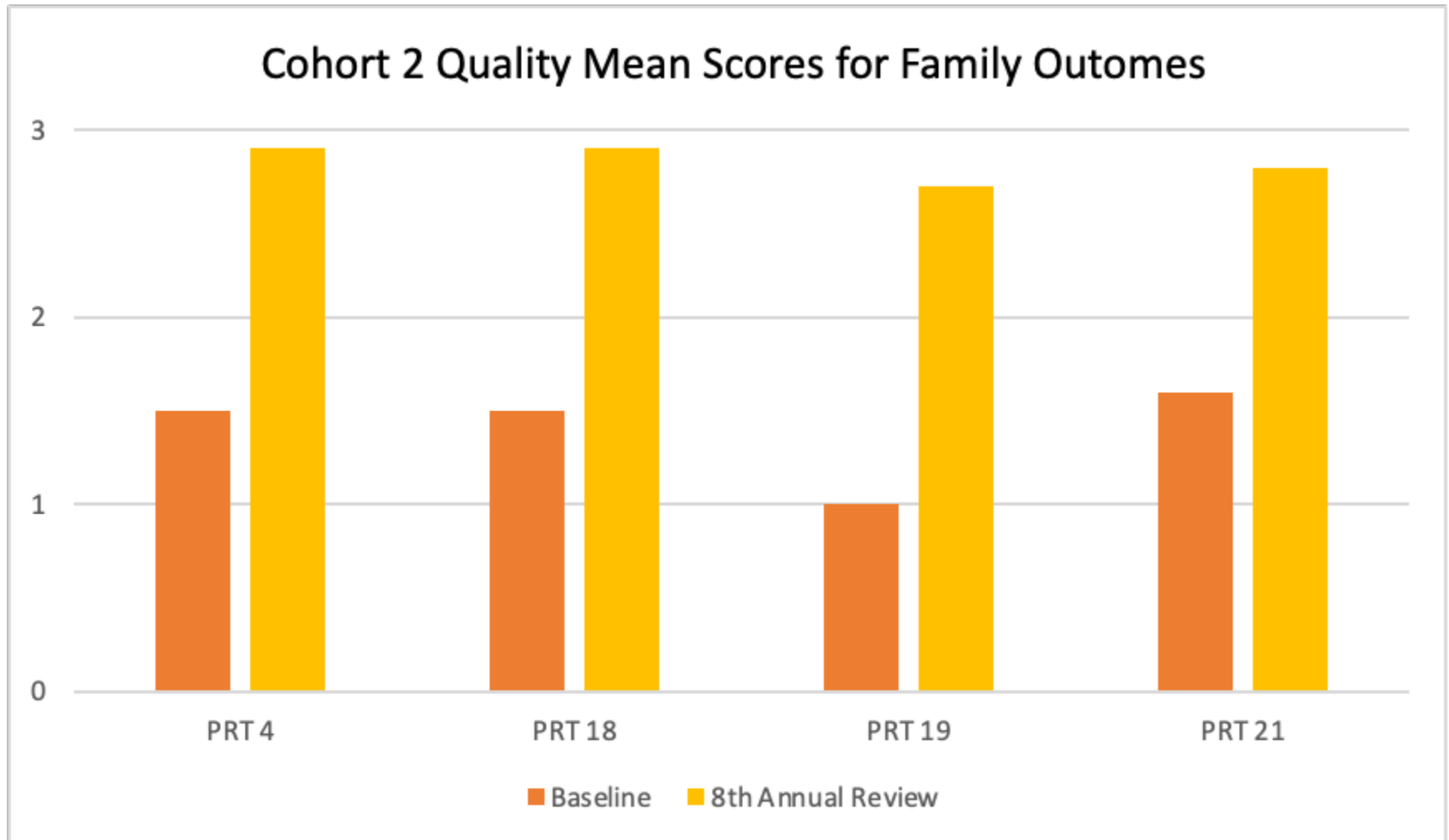
IFSP Quantity Outcome Data



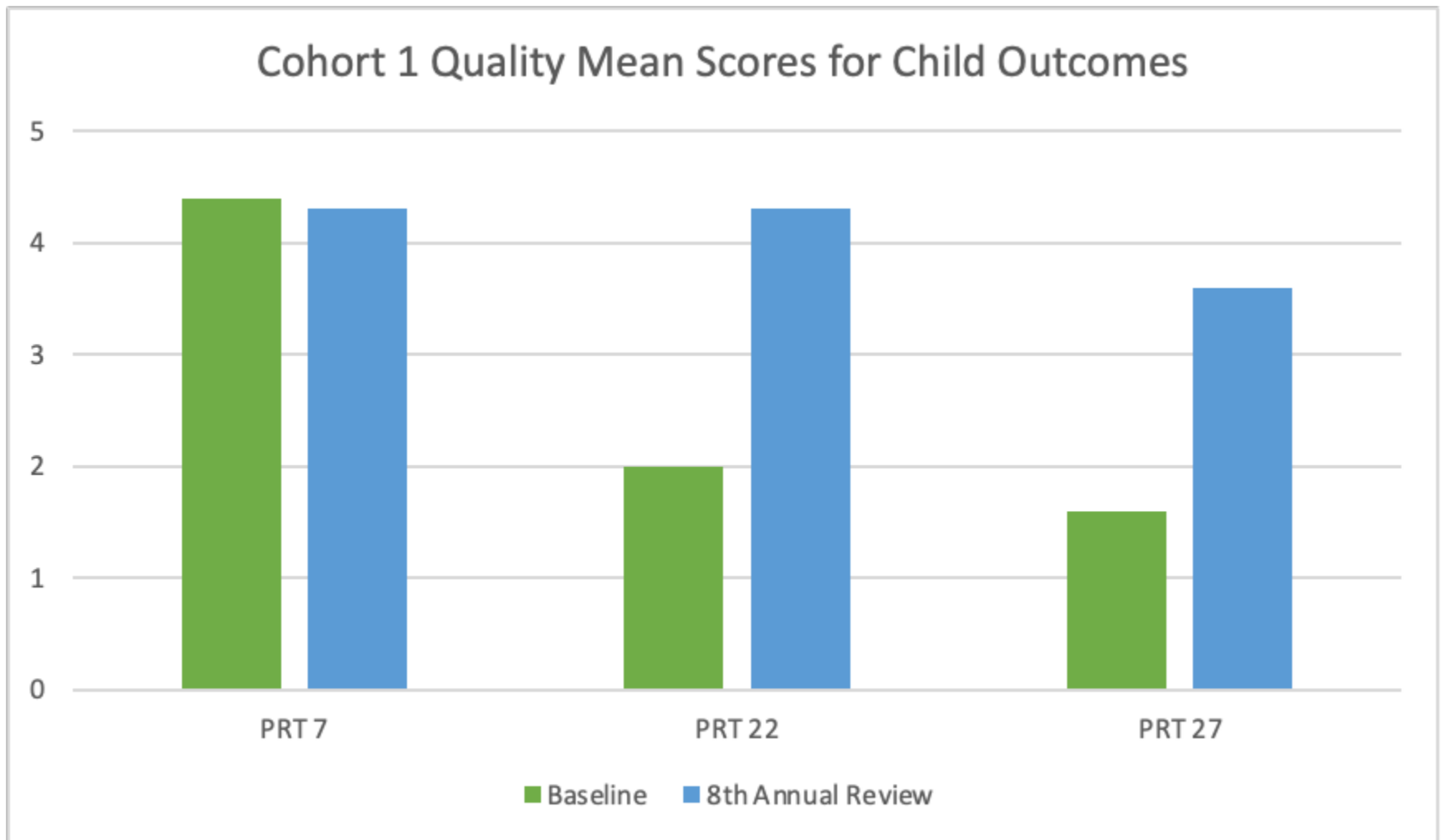
IFSP Quality Outcome Data



IFSP Quality Outcome Data

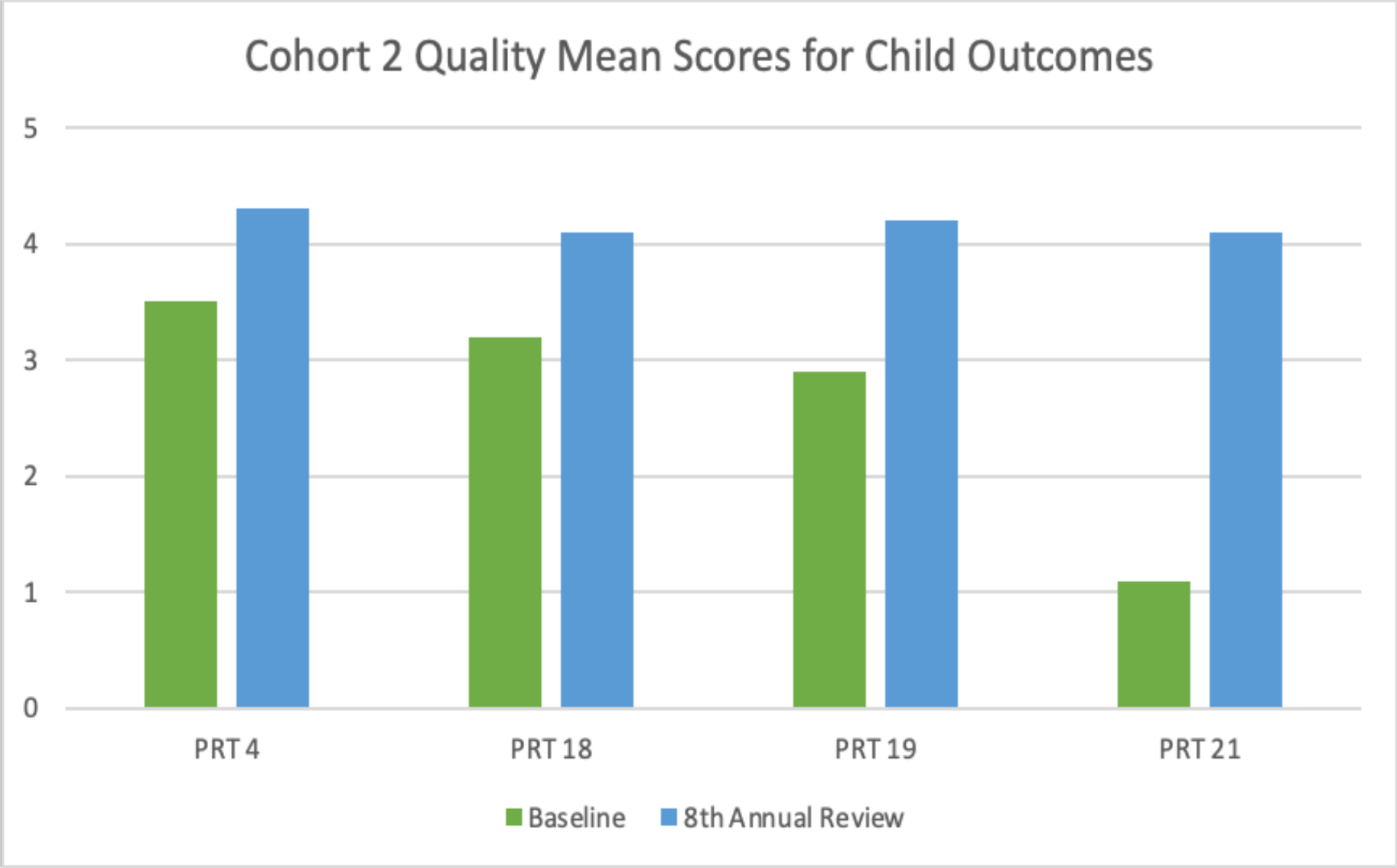


IFSP Quality Outcome Data



IFSP Quality Outcome Data

Cohort 2 Quality Mean Scores for Child Outcomes



Trends from 2023

We've focused training on

- Measurement- it's functional and doable for the family.
- Use of descriptions about what the child does that is necessary for participating in the routine.
- Including the routine in the priority



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Trends from 2023

We still need to improve:

- Including a **function/purpose** that is connected to the routine (necessary, useful)

Priority- Will raise his head

Outcome: Tommy will participate in tummy time by raising his head.

Should be:

*Tommy will participate in tummy time by raising his head **to look at Beth** (mom).*

Trends from 2023

We still need to improve:

- Writing priorities for routines that may need to be more specific because they can happen throughout the day.

At play time Annie will use a word to ask for a toy.

Should be:

*During **morning playtime** Annie will use a word to ask for a toy.*

Trends from 2023

We still need to improve:

- Priorities written in **family's words** that become outcomes in family words (not professional language that may be too broad).
- Priority: Paul will use words at breakfast to let them know what he wants to eat.
Outcome: At mealtime Paul will communicate his wants and needs.
Should be:
*Paul will participate in breakfast by **using words**.*
to let Mark and Beth know what he wants.

Trends from 2023

- “Child” priorities should be written as **child goals** so that actual change in child development is measured.
- Priority- Charlie will sit with the family to eat.

Charlie and Emily will learn benefits of eating together at mealtime

Should be:

Charlie will participate in supper by sitting at the table.....

Using the RBI and Home Visits to Develop a Quality IFSP

PRT's implementing the 3 improvement strategies participate in training to engage families while integrating initial and ongoing assessment data into outcomes - **child/family strengths** and **potential strategies**.

- *Find out what the family is already doing*
- *Collaborate with family to choose strategies*



Nebraska City Team

- Jason Hippen - Director of Student Services/DAC**
- Abby Lollmann - Occupational Therapist**
- Jenna Henrichs - Physical Therapist**
- Sarah Roberts - Speech Therapist**
- Molly Cunningham - Services Coordinator (ESU4)**

Child/Family Strengths and Resources to Support the Outcome

Once the overall outcome is written, the IFSP team documents what's going well, and any child interest, motivation, resources for **EACH** individual outcome.

IFSP Example

Goal - Child will participate in snack time by letting his parents know he's hungry. We will know he has met this when he can sign "eat" 1 time a day for 2 weeks.

Strengths - Child will go to the kitchen and point to the cupboards to show that he's hungry and wants to eat something. He knows the sign for "eat", but is not yet spontaneously doing this on his own.

What Will Be Done By Whom

Next, the IFSP team brainstorms with the family about ideas to get started on addressing the outcome.

What will be done/by whom

-PSP

-Family

-EDN Services Coordinator

Goal - Child will participate in snack time by letting his parents know he's hungry. We will know he has met this when he can sign "eat" 1 time a day for 2 weeks.

What will be done/by whom:

PSP: Talk through strategies to get child to sign "eat" spontaneously. Talk through strategies on how to reduce the cuing so he has to request for an item.

Family: Model the sign you want him to use and provide hand over hand opportunities when/if needed.

EDN Services Coordinator: Document progress and ensure the team members are all connected with the family. Make contact with the family to see how progress toward meeting IFSP goals is going and share them with the team.

Key Points

- Start with a good RBI/SHORE
- Pay attention to information the family gives
- Ask open ended questions
- Give parents the opportunity and time to talk
- Have a problem-solving mindset

Getting Ready Approach

PRT's implementing the Getting Ready Approach use collaborative decision making at key points within the home visit to promote parent competence and confidence.

- Parent and provider/SC decide together what the focus of the visit will be, based on an outcome
- Parent practices skills/strategies with their child, and makes plans with provider/SC for using what was practiced between visits

Lincoln Public Schools EI - PRT 18



Mandi Herlein, Early Childhood Physical Therapist.

Mary Thorburn, Early Childhood Early Special Education Teacher

Deciding on the Home Visit Focus

The first part of the home visit is a time to reconnect, find out what's been happening, and discuss/agree on, with the parent, what the focus of the visit will be.

This is a time to celebrate the wins!
Child/family progress, child/family
strengths

Getting ready strategies that can be used:
*Affirming parent competencies and making
mutual joint decisions*

Let's Try It!

The main part of the visit is to dedicate planning and time together, for trying out a new child skill.

“Show me how this typically looks for you” You do it, I do it, we do it.

Getting Ready Strategies that can be used:
sharing observation/data, encourage parent-child interaction, share developmental information and resources, model/suggest

What Happens Between Visits

The parent and provider/SC begin to wrap up the visit by making plans for what will happen BETWEEN visits.

What is the take-a-way? What is realistic and natural for the family?

Getting Ready strategies that can be used: *share developmental information and resources and communicate openly and clearly.*

Research Studies

- ❖ *We continue to collaborate with our University partners to focus on affirming effectiveness of, and refining components of our RBEI approach that contribute to progress.*

<https://edn.ne.gov/cms/rda-research-studies>

Stakeholder Recommendations 2022

- Create a Getting Ready FAQ for training/fidelity of quality home visits.
<https://edn.ne.gov/cms/sites/default/files/GR%20FAQ%202022.pdf>
- Develop guidance regarding “communication” with families (text, email, video, phone) **between** home visits for enhanced support.
<https://edn.ne.gov/cms/enhancing-communication-with-caregivers-in-early-intervention-ecc-ei-project>

Stakeholder Recommendations 2022

- Collaborate with UNL to identify strategies for working with diverse families.

<https://edn.ne.gov/cms/sites/default/files/GR%20RBI%20Implementing%20with%20Diverse%20Families.pdf>

- Provide guidance about (1) the role of the SC within the GR framework and (2) the frequency and purpose of co-visits as part of service delivery.

https://edn.ne.gov/cms/sites/default/files/u26/Kuhn_Higgins_Experiences%20of%20SC%20Home%20Visits_Executive%20Summary_2023F.pdf

Take a break



Child and Family Outcomes



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Family Outcomes

States are federally required to report annually on the percent of families participating in early intervention who report that they:

- 1) know their rights;
- 2) effectively communicate their children's needs; and
- 3) help their children develop and learn.

Data collected via Family survey distributed by EDN services coordinators to every family participating in EDN.

We had an 84% response rate for the 2023 family survey which is an increase over the 2022 response rate of 81.1%

Family Survey Follow-up

Did You Know?

84%

of families receiving early intervention services from Nebraska's Early Development Network (EDN), completed the 2023 annual family survey.

Here's what they had to say:

93% of families know their rights

95% of families effectively communicate their needs

96% of families help their child(ren) develop and learn



To learn more about

Nebraska's Early Development Network (EDN) and the Part C Family Survey please visit, <https://edn.ne.gov/cms/public-reporting-0>

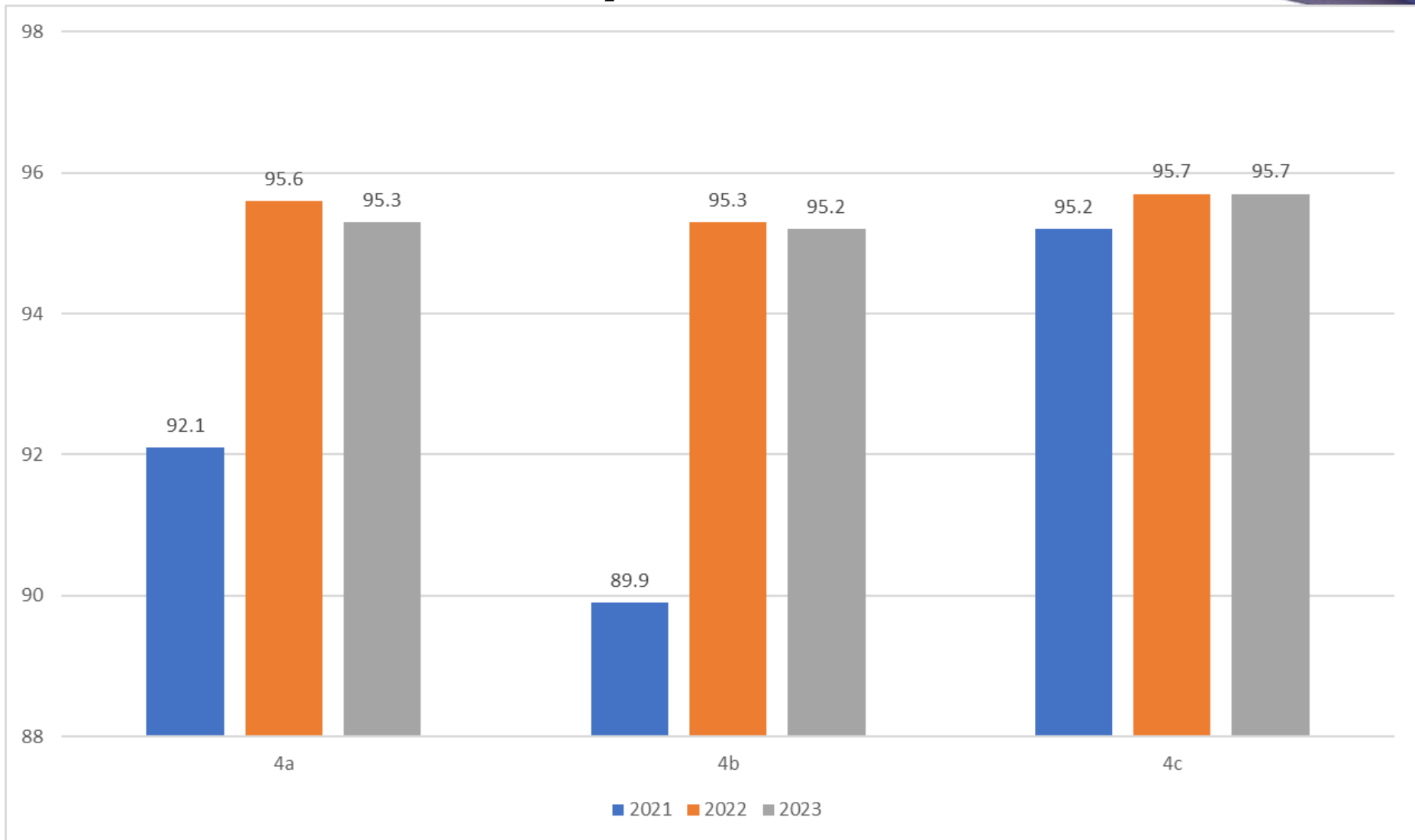
If you have concerns about an infant or toddler's development, please contact EDN at:

Nebraska Child Find
<https://edn.ne.gov/cms/>

Toll Free Phone
888-806-6287



3 Year Family Outcome Data



Demographic Representativeness - 2023

Race							
African American or Black	American Indian or Alaska Native	Asian	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	More than one race	Total
127	61	88	469	5	1477	301	2528
82	53	70	369	5	1262	280	2121
5.02%	2.41%	3.48%	18.55%	0.20%	58.43%	11.91%	
3.87%	2.50%	3.30%	17.40%	0.24%	59.50%	13.20%	
-1.16%	0.09%	-0.18%	-1.15%	0.04%	1.07%	1.29%	Race Overall
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Geographic Representativeness - 2023

Geographic Area						
Core Metropolitan	Outlying Metropolitan	Micropolitan Core	Rural with Urban Cluster	100% Rural	Total	
1382	644	249	253	0	2528	
1130	541	227	223	0	2121	
54.67%	25.47%	9.85%	10.01%	0.00%		
53.28%	25.51%	10.70%	10.51%	0.00%	Geographic Area	
-1.39%	0.03%	0.85%	0.51%	0.00%	Overall	
Yes	Yes	Yes	Yes	Yes	Yes	

RBEI Practices Survey Questions

Questions were specifically developed to measure family perceptions of the three improvement strategies - RBI, Functional IFSP Outcomes and Routines-Based Home Visits. They are not part of the federally required family survey data.

RBEI Practices Survey Questions

1. When my child started early intervention, my team asked me about my child's and family's usual daily activities and routines.

Results: 98% agree

1. During most home visits, I "practice" a chosen strategy/intervention within a daily routine.

Results: 96% agree

RBEI Practices Survey Questions

3. I can communicate with my early intervention service provider(s) between home visits if I have a question.

Results: 97% agree

4. I make decisions and plans with my early intervention provider during most home visits.

Results: 97% agree

Child Outcomes

Percent of infants and toddlers with IFSPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/ communication); and

C. Use of appropriate behaviors to meet their needs

Child Outcomes

Summary Statement 1:

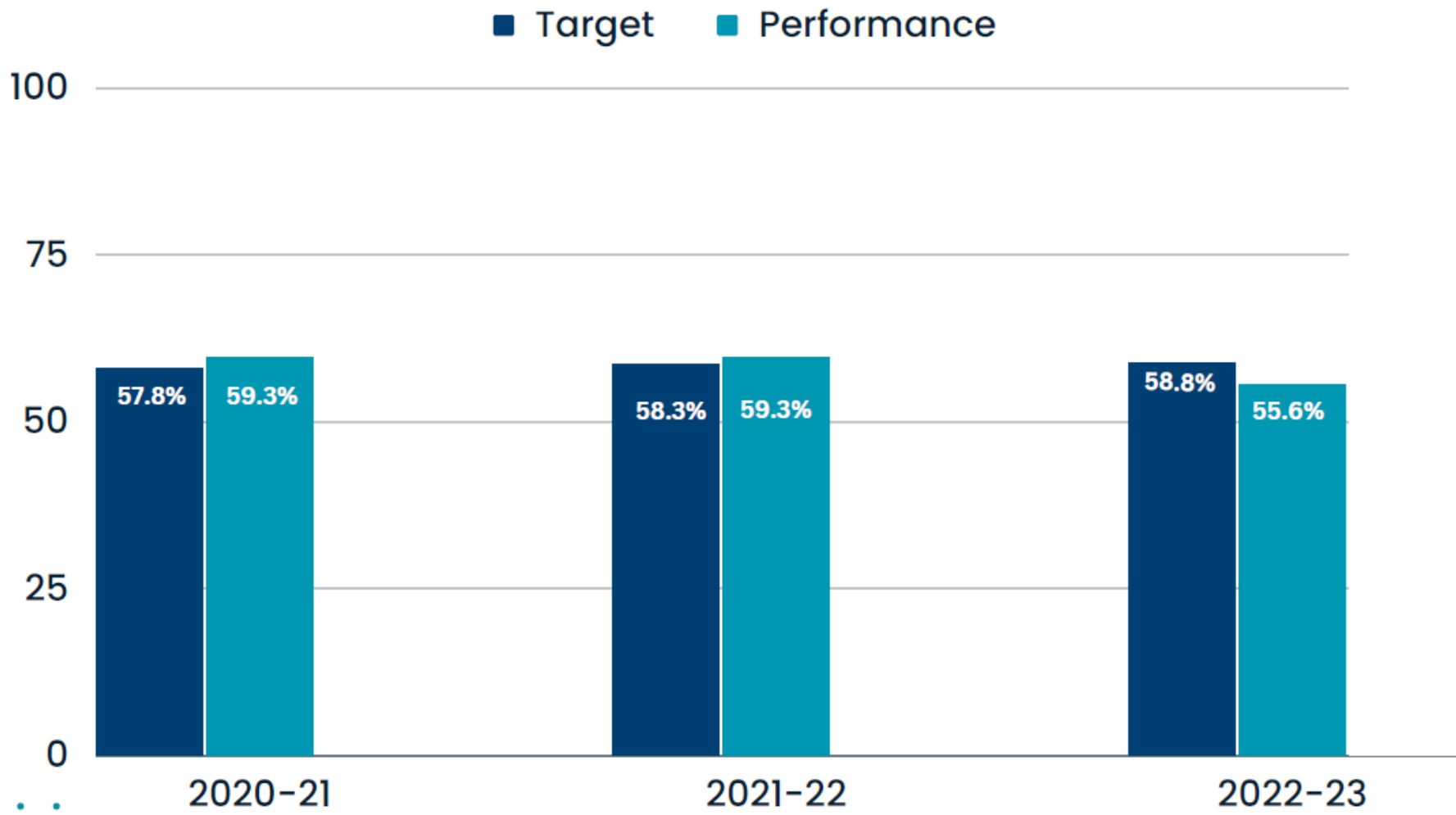
percent of infants and toddlers who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Summary Statement 2:

percent of infants and toddlers who were functioning within age expectations by the time they turned 3 years of age or exited the program.

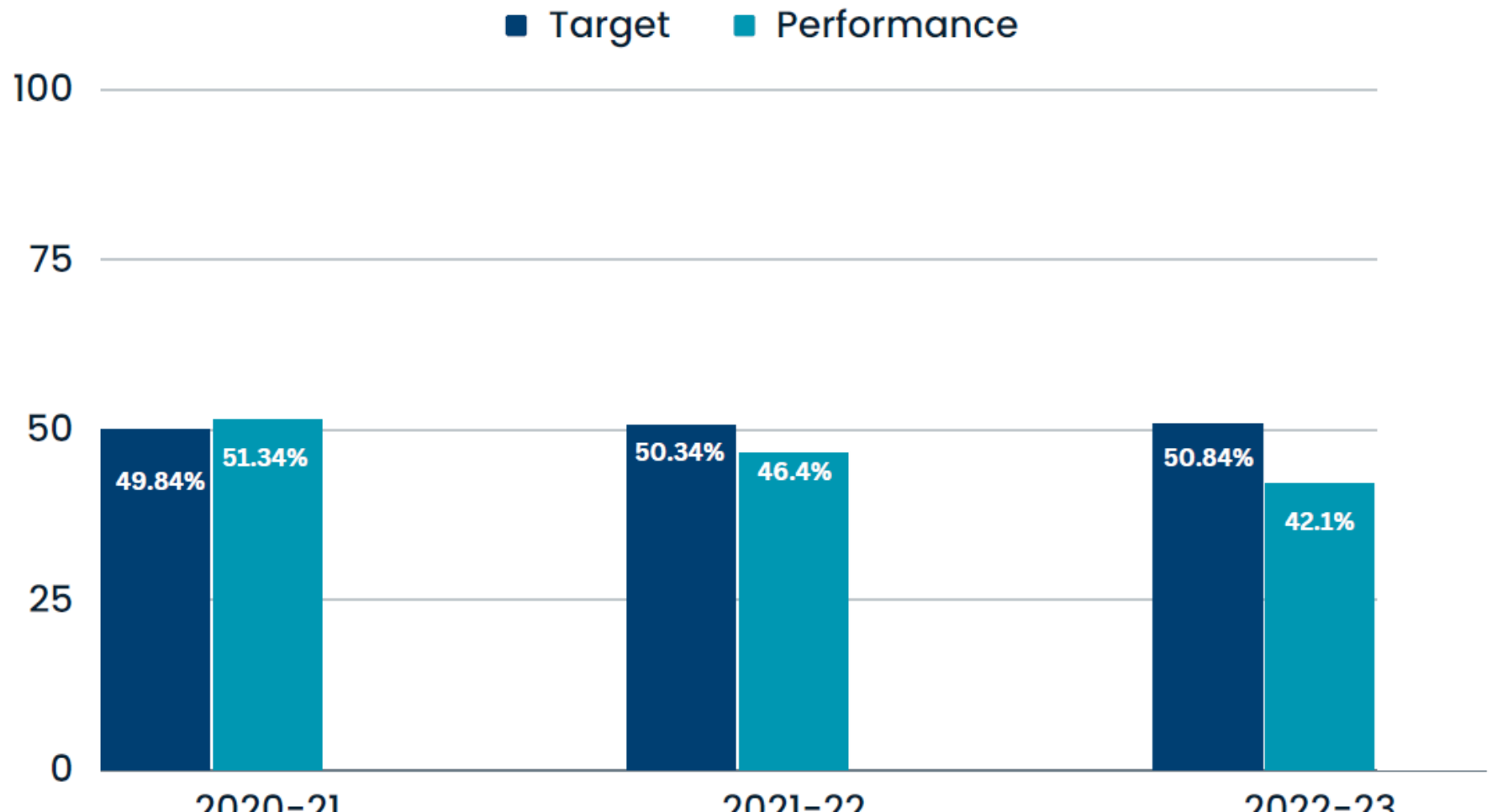
PART C-OUTCOME A: SOCIAL EMOTIONAL SKILLS

Summary Statement 1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.



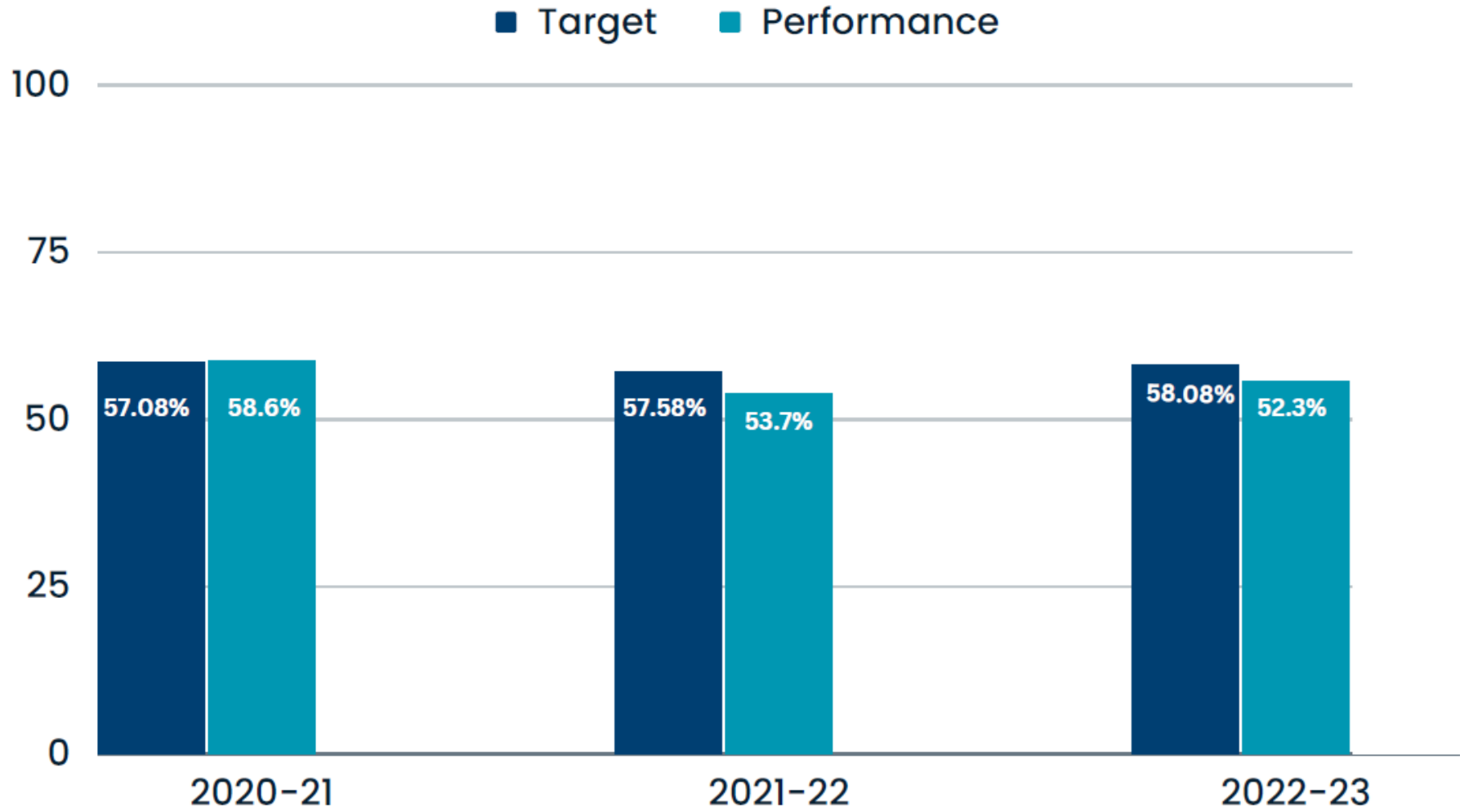
PART C-OUTCOME A: SOCIAL EMOTIONAL SKILLS

Summary Statement 2: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.



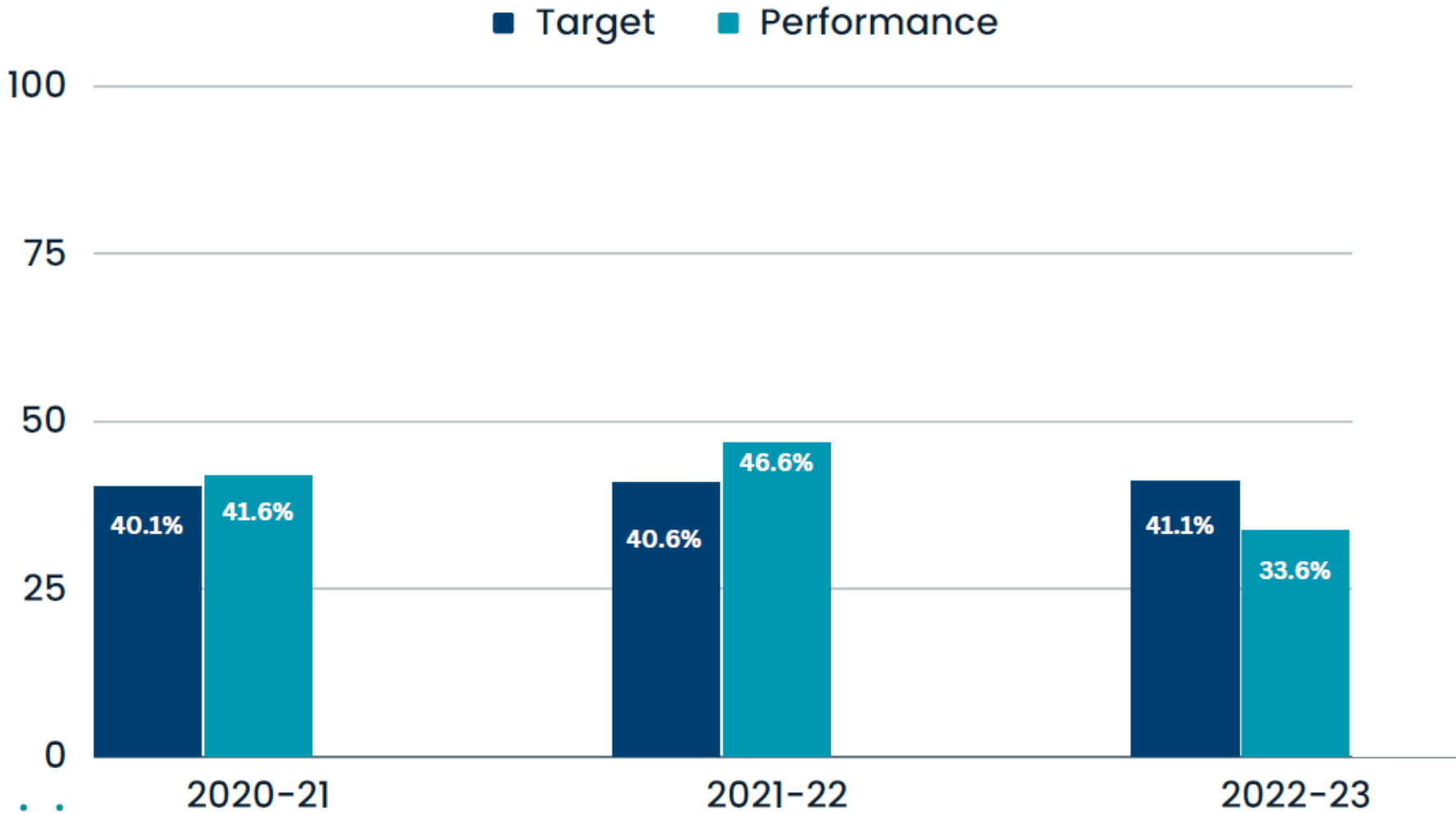
PART C-OUTCOME B: ACQUISITION OF SKILLS

Summary Statement 1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.



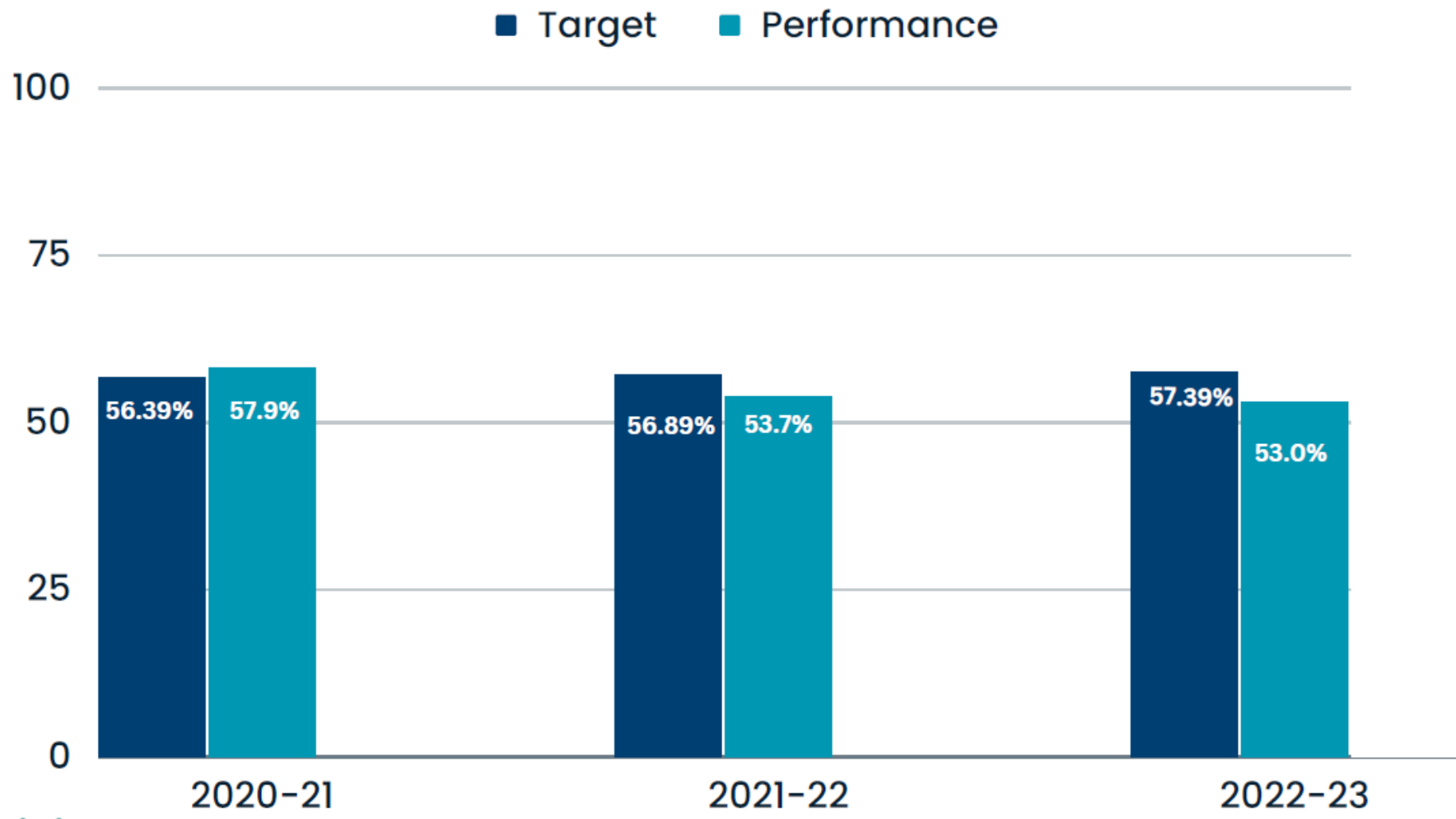
PART C-OUTCOME B: ACQUISITION OF SKILLS

Summary Statement 2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.



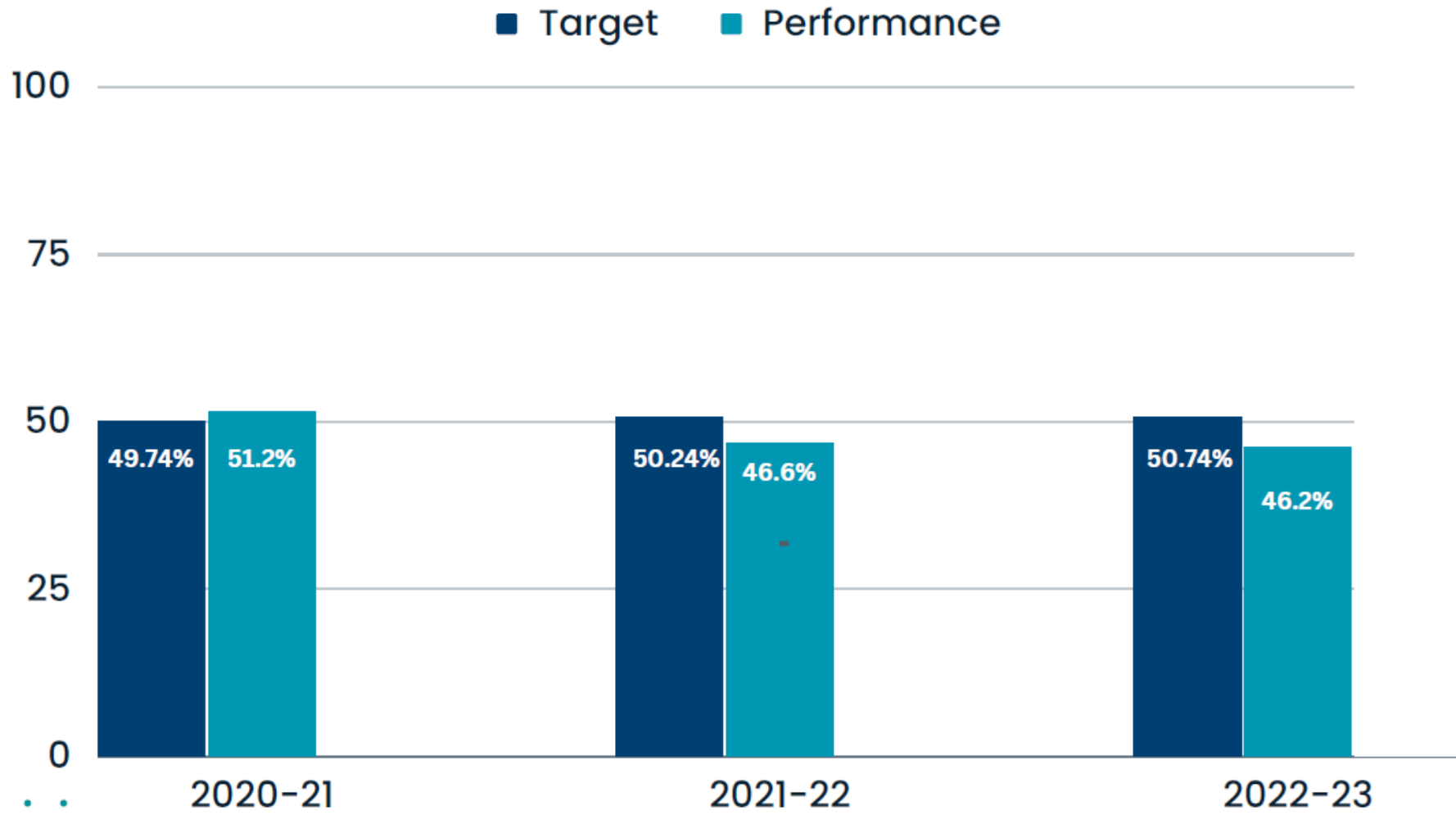
PART C-OUTCOME C: APPROPRIATE BEHAVIORS

Summary Statement 1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.



PART C-OUTCOME C: APPROPRIATE BEHAVIORS

Summary Statement 2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.



Child Outcomes Stakeholder Feedback

- Themes from workgroup
- Additional feedback from stakeholders

Federal Determination

Based upon the State's Annual Performance Report (APR) data submission:

- Meets Requirements and purposes of IDEA Part C
- Needs Assistance in implementing the requirements of IDEA Part C
- Needs Intervention
- Needs Substantial Intervention

Federal Determination

Nebraska received “Meets Requirements” from the U.S. Department of Education, Office of Special Education Programs.

Nebraska’s APR is available at:

<http://edn.ne.gov/cms/annual-performance-reports-apr>

Report on the annual performance of Planning Region Teams on the APR targets at:

<http://edn.ne.gov/cms/regional-public-reporting-tables>

Differentiated Monitoring and Support DMS 2.0

Monitoring of a state's early intervention system conducted by the US Department of Education, Office of Special Education Programs (OSEP) as part of the Results Driven Accountability system under IDEA Parts B and C.

Nebraska is scheduled to participate in the federal monitoring process beginning 2023.

Phase 1 - Document request and interviews of State agency personnel

Phase 2 - Onsite or virtual visit focusing on issues that require further exploration or additional discussions as identified by OSEP.*

Phase 3 - Close-out and Follow-up: State must implement[†] corrective action based upon Findings issued by OSEP.



DMS 2.0

Stakeholder Feedback Process

*Phase 2 - OSEP will:

- conduct a virtual meeting with PTI-NE to hear a summary of issues identified by parents within our state.
- conduct a focus group meeting with 6-10 parents identified by the PTI - to identify any issues they may want to share within our state. PTI and OSEP will ensure focus group is reflective of representativeness of population served within our state.
- conduct a virtual focus group meeting with members of the State Interagency Coordinating Council (ECICC).
- conduct interviews with local EDN providers/services coordinators.

DMS 2.0

Stakeholder Feedback Process

Content will focus on geographic, economic and ethnicity considerations to ensure an equitable distribution and representation of the state; issues raised in the media or customer service calls to OSEP concerning IDEA issues at the local level.

Participants will receive general questions prior to the interview. State staff will not participate in the calls with OSEP and local providers.

Information will be used as an additional data point in OSEP's monitoring of the state.



DMS 2.0

Stakeholders

Are there any stakeholders present today who would be interested in participating in the DMS 2.0 Stakeholder Feedback Process?

Please place your name and role in the chat.



EDN Program Updates



Nebraska Early Development Network

Babies can't wait

EDN Materials

Marketing Materials have been updated and are posted on the [EDN website](#)



Coming Soon-Additional Languages including Spanish, Vietnamese, French, Chinese, Somali, and Arabic

New Parent Rights Resources

- Guide to Effective Communication
- Guide to Dispute Resolution Options
- On-Line Learning Module

All of these can be found on the [Parent Rights](#) tab on the EDN website.

Nebraska Young Child Institute



NEBRASKA
— Young Child Institute —

SAVE THE DATE

June 25 & 26, 2024

Younes Conference Center | Kearney, NE
www.NeYoungChildInstitute.com

Thank You!

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Cole Johnson - cole.johnson@nebraska.gov



**Nebraska Early
Development Network**