

Early Intervention Program Accountability: A Collaborative, Multi-Faceted Approach

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Presenters

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Today's Agenda

- Briefly describe Colorado's EI program
- Present our multi-faceted approach to program accountability
 - Data collection procedures
 - Outcomes measured
 - Utilization of the data
- Describe the roles, responsibilities, and funding of accountability personnel

Colorado Home Intervention Program (CHIP)

- Program of the Outreach Department of the Colorado School for the Deaf and the Blind
- Birth to 3 early intervention program for children who are deaf or hard of hearing
- In-home, family-centered services
- State-wide
- Serves > 95% of the d/hoh population who choose to receive early intervention in Colorado

Components of Program

- Community-based with 9 regional coordinators (CO-Hear Coordinators)
- Interventionists are highly qualified: Deaf Educators, SLPs, or Audiologists
- Communication options for intervention provided
- Data-driven based on accountability measures described today

Program Snapshot

- Approximately 350 children served
- Over 90% receive direct service
- Frequency of home visits ranges from one to four 60-minute sessions per month (average = 3 visits per month)

Accountability Committee

- CHIP, as part of a school, established an Accountability Committee
- Committee meets 3 times per year to design and oversee all aspects of the accountability plan, review program outcomes, and provide feedback to Program Coordinator

Accountability Committee Members

- Program Coordinator
 - Accountability Coordinator
 - Interventionists
 - Parents
 - Deaf and hard-of-hearing adults
 - Regional coordinators
- Both urban and rural participants are included, as well as participants who speak Spanish

Aspects of Program Measured

- Interventionist perspective
 - Continuing education and mentoring completed and desired
 - Information and support provided to families
 - Satisfaction with supervisory support
 - Perception of skills in a variety of areas
- Parent satisfaction
- Child outcomes
- Parent outcomes

Interventionist Perspective: Data Collection Procedures

- Interventionist Survey designed by Regional Coordinators and Accountability Committee
- Survey is dynamic; modified year-to-year to reflect changes in the program and in program initiatives
- Interventionist Survey is available as a handout associated with this presentation

Interventionist Survey: Continuing Education Measures

- Deafness-related conferences/workshops attended
- Additional conferences attended
- Barriers to conference attendance
- Deafness-related webinars attended
- Type and quantity of mentoring experiences with Regional Coordinator

Interventionist Survey: Information/Support to Families

- Indicate if they connected their families with specific resources (such as, Families for Hand & Voices, Deaf role model program, etc.)
- Indicate which deafness-related events in the community they and/or their families attended
- Indicate use and perceived value of the program-mandated assessment of child outcomes

Interventionist Survey: Satisfaction with Supervision

- Interventionists rate their satisfaction with support from Regional Coordinator
- Opportunity to provide open-ended comments about how to improve supervisory support

Utilization of Interventionist Data

- Responses entered in database and tabulated
- Report generated
- Continuing education/mentoring documented
- Training needs identified
- Concerns regarding supervisors identified and addressed

Interventionist Self-Assessment

- 21 questions in 6 Focus Areas
- Interventionists rate their confidence in their ability to provide specific types of support to a child and family
- Six-point rating scale applied for each item (low confidence=1; high confidence=6)
- Self-Assessment Survey is available as a handout associated with this presentation

Areas of Focus

- Family-Centered Practice and Promoting Family-Professional Partnerships
- Socially, Culturally, and Linguistically Responsive Practices
- Language Acquisition and Communication Development
- Infant and Toddler Development
- Evaluation and Assessment
- Technology

Sample question

Area: Family-Centered Practice and Promoting Family-Professional Partnerships

My confidence in my ability to:

- Implement strategies to promote infant-caregiver relationships & interactions.

Low

1

2

3

4

5

High

6

- Recognize signs indicating the need to refer for counseling/therapy or other emotional support from specialists

Purpose of Survey

- Interventionists can anonymously self-identify areas needing support
- Regional Coordinators review results to determine areas for focused training/workshops
- Program Coordinator can identify program areas needing additional resources

Parent Satisfaction: Data Collection Procedures

- Parent Survey designed by Regional Coordinators and Accountability Committee
- Conducted every two years
- Parents surveyed in opposite year regarding sign language literacy program
- Parent Survey is available as a handout associated with this presentation

Parent Satisfaction: Data Collection Procedures

- Survey mailed to each family with an addressed, stamped return envelope
- Form completed and mailed to the Accountability Coordinator at the university
- Incentive for survey completion (sweepstakes for bookstore gift certificates)
- Tried Survey Monkey in the past:
 - low response rate
 - items sometimes skipped
 - changing/incorrect family e-mail addresses

Parent Satisfaction Measures

- Information that family received from interventionist
- Information not received from interventionist but desired
- Utilization of additional programs/resources (e.g., Families for Hands & Voices)
- Use of and satisfaction with the assessment process
- Overall rating of program

Parent Satisfaction Measures

- Rate interventionist on the following qualities:
 - Support of chosen communication approach
 - Professionalism (punctuality, keeping scheduled visits, follow through, etc.)
 - Collaboration with other professionals
 - Support at IFSP/transition meetings
 - Success at increasing family's knowledge and confidence

Utilization of Parent Satisfaction Data

- Identify program strengths and limitations
- Set goals for program improvement
- Monitor progress toward goals by analyzing responses to subsequent surveys
- Determine training needs for interventionists

Child and Parent Outcomes: Data Collection Procedures

- Packet of assessments sent to interventionist by Assessment Coordinator every 6 months
- Assessments completed collaboratively by parents and interventionist
- Interventionist videotapes a parent-child interaction
- Completed assessments and videotape sent to the Assessment Coordinator

Child and Parent Outcomes: Data Collection Procedures

- Assessments scored by student employees at the university
- Videotaped language sample transcribed orthographically and phonetically by trained Speech Path and Linguistics graduate students at the university
- Results reviewed and report written by Assessment Coordinator
- Report sent to interventionist to review with family

Collaboration and Cost Sharing

- Assessment Coordinator (1.0 FTE)
 - CSDB = .20; MCHB = .20; Grants at CU = .60
- Accountability Coordinator (.5 FTE)
 - CSDB = .25; Grants at CU = .25
- University Student Employees (hourly)
 - CSDB = 80%; Grants at CU = 20%

Child and Parent Outcome Measures

- Norm-referenced assessments (e.g., CDI, MCDI, KIDS, EOWPVT, LittleEars)
- Checklists and criterion-referenced assessments (e.g., Cincinnati Auditory Skills Checklist)
- Primarily parent-report instruments till age 3
- Spontaneous speech and language sample

Child Outcome Measures: General Development

- General
- Development
 - Minnesota Child Development Inventory
 - Kent Inventory of Developmental Skills
 - Play Assessment Questionnaire
 - Functional Vision Checklist

Child Outcome Measures: Language

- Vocabulary
 - MacArthur Communicative Development Inventories
 - Expressive One Word Picture Vocabulary Test (at age 3)
 - Language sample transcribed orthographically into SALT
- Syntax
 - Language sample transcribed orthographically into SALT

Child Outcome Measures: Auditory Skills

- Birth to 18 mos ➤ LittleEars Auditory Skills Assessment
- 19+ months ➤ Cincinnati Auditory Skills Checklist

Child Outcome Measures: Speech Production

- Phonetic inventory and Articulatory accuracy
 - Spontaneous language sample transcribed phonetically into LIPP
 - Goldman Fristoe Test of Articulation (at age 3)
- Intelligibility
 - Speech Intelligibility Rating Scale

Parent Outcome Measures

- Sign vocabulary
 - Sign Vocabulary Checklist for Parents
- Family involvement
 - Family Participation Rating Scale
- Information desired & other support needed
 - Family Needs Interview

Child Outcome Measures: Children with Severe Needs

- General Development
 - Kent Inventory of Developmental Skills
- Communication
 - Communication Matrix
 - Every Move Counts
- Auditory Skill Development
 - LittleEars
- Family Support
 - Family Needs Interview

Utilization of Child Outcome Data: Progress Monitoring

- Screens a variety of developmental domains so can determine if referral to other disciplines is needed
- Determines if skills are at, above, or below the normal range for the child's age relative to hearing peers and other d/hoh children
- Monitors child's growth over time

Utilization of Child Outcome Data: Setting Goals

- Provides a data driven approach to:
 - Setting goals
 - Identifying therapeutic/intervention strategies
 - Adapting communication mode choices
- Provides objective data for planning transition from Part C to Part B

Utilization of Child Outcome Data: Empowering Families

- Empowers families with objective information
- Teaches skills of careful observation
- Informs parents regarding developmental milestones/expectations
- Videotaped interaction provides a real-life example for discussion of parent-child interactions
- Identifies areas of need and concern

Utilization of Child Outcome Data: Program Planning

- Outcome data are entered in a database at the university
- A subset of the outcome results are entered in the Colorado State EHDI database
- Accountability reports are compiled annually summarizing outcomes across all children in the program
- Performance of sub-groups (e.g., children with cochlear implants, those identified early, etc.) is examined

National Early Childhood Assessment Project (NECAP)

- CDC-supported project to assist states in measuring child outcomes
- Managed by the University of Colorado-Boulder
- Subset of Colorado child outcome measures collected
- Report provided on each individual child
- Accountability report provided annually summarizing state/program outcomes
- Contact Allison Sedey for more information