Early Intervention Program Accountability: A Multi-Faceted Approach

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Presenters

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  - Colorado School for the Deaf and the Blind
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 Colorado School for the Deaf and the Blind
- State-wide
- Serves > 95% of d/hoh children in Colorado who receive early intervention (birth to 3)
- Provides in-home family-centered early intervention services
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 (FAMILY Assessment)
Program Snapshot

Approximately 350 children served

• over 90% receive direct service

• frequency of home visits ranges from 1 – 4
times/month (average = 3 visits per month)

• all families in the state with a child who is
d/hoh are eligible for the program
Motivation for Accountability Procedures

- Mandated by the state and other funding entities
- Required by the school that houses the CHIP program
- Desired by consumers
- Requested by interventionists
Accountability Committee

- CHIP, as part of a school, established an Accountability Committee
- Committee meets quarterly to design and oversee all aspects of the accountability plan
Accountability Committee Members

- Program Director
- Accountability Coordinator
- Regional Coordinators
- Interventionists
- Parents
- Deaf/Hard-of-Hearing Adults
Accountability Committee Responsibilities

- Provides input re: accountability measures
- Reviews accountability data
- Evaluates data in light of strategic plan
- Recommends program changes in response to data
  - Sets program goals
  - Establishes timelines
  - Monitors progress toward goals
Levels of Program Assessed

• Early intervention program as a whole
• Within sub-programs
  • In-home sign language literacy program
  • Extended (through age 4) intervention pilot
  • Spoken language literacy project
  • Other grant-supported programs
Aspects of Program Measured

- Utilization of services
- Parent satisfaction
- Interventionist perspective
  - Continuing education and mentoring completed
  - Information and support provided to families
  - Satisfaction with supervisory support
- Child outcomes
- Parent outcomes
Utilization of Services: Data Collection Procedures

- Copies of interventionists’ timesheets sent to Accountability Coordinator
- Student employees enter timesheet data
- Timesheets include:
  - Participants attending each session
  - Family involvement rating for each session
Sample Timesheet

<table>
<thead>
<tr>
<th>Date of Visit</th>
<th>Hours Worked</th>
<th>Child’s First and Last Name</th>
<th>Family Members Present</th>
<th>Involvement Rating</th>
</tr>
</thead>
</table>
Utilization Measures

- Number of families served in a calendar year
- Number of families served in a given month
- Summary statistics (avg, range, etc.) for:
  - Number of sessions per family
  - Number of participants attending a session
  - Involvement rating
Utilization of Utilization Measures

- Provide data/report to funding entities
- Budget planning
- Develop strategies for families with low involvement ratings
Parent Satisfaction: Data Collection Procedures

- Parent Survey designed by Regional Coordinators and Accountability Committee
- Parents surveyed regarding CHIP every two years
- Parents surveyed annually regarding sign language literacy program
- To see a sample survey, download Parent Survey from EHDI conference website
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 but low response rate and items sometimes skipped
Parent Satisfaction Measures

- Information received from interventionist
- Information not received 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
Interventionist Perspective: Data Collection Procedures

- Interventionist Survey designed by Regional Coordinators and Accountability Committee
- Survey is dynamic; modified to reflect changes in the program/program initiatives
- To see a sample survey, download Interventionist Survey from EHDI conference website
- Data collection procedure is the same as with the Parent Survey
Interventionist Perspective: 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 Perspective: Information/Support to Families

Asking interventionists if they provided information regarding:

- Specific resources for families (e.g., Families for Hand & Voices, Deaf role model program – each listed individually)
- Opportunity for assessment of child outcomes
- Pre-school programs
- Family’s rights under IDEA
Interventionist Perspective: Satisfaction with Supervision

- Rate satisfaction with support from Regional Coordinator
- 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
- Supervisory concerns identified and addressed
Child and Parent Outcomes: Data Collection Procedures

- Packet of assessments sent to interventionist by Assessment Coordinator every 6 months
- Assessments completed and returned to Assessment Coordinator at the university
- Assessments scored by student employees at the university
Child and Parent Outcomes: Data Collection Procedures

- Language sample transcribed orthographically and phonetically by trained Speech Path and Linguistics students at the university
- Results reviewed and report written by Assessment Coordinator
- Report sent to interventionist to review with family
Child Outcome Measures

- Norm-referenced assessments (e.g., CDI, MCDI, KIDS, EOWPVT, LittlEars)
- Checklists and criterion-referenced assessments (e.g., Auditory Skills Checklist)
- Primarily parent-report instruments
  - Completed collaboratively: Parent and interventionist
- Analysis of spontaneous speech and language
Child Outcome Measures: General Development

- Minnesota Child Development Inventory
- Kent Inventory of Developmental Skills
- Play Assessment Questionnaire
- Functional Vision Checklist
## Child Outcome Measures: Language

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>MacArthur Communicative Development Inventories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expressive One Word Picture Vocabulary Test</td>
</tr>
<tr>
<td></td>
<td>Language sample transcribed orthographically into SALT</td>
</tr>
</tbody>
</table>

| Syntax      | Language sample transcribed orthographically into SALT |
Child Outcome Measures: Auditory Skills

Birth to 23 mos
- LittlEars Auditory Skills Assessment

24+ months
- Cincinnati Auditory Skills Checklist
Child Outcome Measures: Speech Production

- Phonetic inventory and Articulatory accuracy
- Spontaneous language sample transcribed phonetically into LIPP
- Intelligibility
  - Speech Intelligibility Rating Scale
Child Outcome Measures: Children with Severe Needs

- General Development: KIDS
- Communication: Communication Matrix, Every Move Counts
- Auditory Skill Dev.: LittlEars, Auditory Skills Dev Check
- 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
- Provides a real-life example for discussion of parent-child interactions
- Identifies areas of need, concern, and stress
National Early Childhood Assessment Project (NECAP)

- CDC-supported project to assist states in setting up an assessment program
- Common test battery with option for state-specific modifications
- Report provided with comparisons to both hearing and d/hoh norms
- Managed by the University of Colorado-Boulder
- See Allison Sedey for more information
## Parent Outcomes: Measures

<table>
<thead>
<tr>
<th>Sign vocabulary</th>
<th>Sign Vocabulary Checklist for Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language sample: Signs transcribed in SALT</td>
</tr>
<tr>
<td>Communication strategies</td>
<td>Comparison of parent’s MLU to child’s MLU in language sample</td>
</tr>
<tr>
<td></td>
<td>Communication Strategy coding of language sample</td>
</tr>
</tbody>
</table>
Parent Outcomes: Measures

- Family involvement
  - Family Participation Rating Scale
- Information desired & Other support needed
  - Family Needs Interview
Utilization of Parent Outcome Data

- Monitor progress of sign acquisition for families using sign language
- Identify family’s interest/need for different types of information and support
- Determine strengths and areas for improvement in language use with child
- Provide objective data for parents to collaborate in setting goals for themselves
Accountability Personnel: Roles and Responsibilities

- **Assessment Coordinator (.8 FTE)**
  - Sends assessment materials to interventionist when child reaches specific age levels
  - Checks in and reviews completed assessments
  - Assigns videotape interactions to transcribers
  - Reviews all scoring
  - Writes a comprehensive report of results and sends to interventionist
Accountability Personnel: Roles and Responsibilities

- Accountability Coordinator (.5 FTE)
  - Trains and supervises student employees
  - Takes lead in development of accountability instruments
  - Creates databases of various accountability measures
  - Analyzes data for group as a whole and sub-groups of interest (e.g., early vs. late identified)
  - Compiles reports of group and sub-group data
Accountability Personnel: Roles and Responsibilities

- University Student Employees (hourly)
  - Compile packets of assessments and mail to interventionists
  - Score developmental assessments
  - Transcribe language samples from videotaped interaction
  - Enter data
Collaboration and Cost Sharing

- **Assessment Coordinator**
  - CSDB = .25; MCHB = .20; Grants at CU = .35

- **Accountability Coordinator**
  - CSDB = .25; Grants at CU = .25

- **University Student Employees (hourly)**
  - CSDB = 50%; Grants at CU = 50%

- **Funding for special projects provided by the Colorado Department of Education**
Funding Sources

CSDB’s share of the costs comes from:

- Federal
  - Grants
  - IDEA
- State
  - Decision items
  - Personal services
Program Director’s Utilization of Accountability Data: Reports

Reports of the various accountability measures are provided to:

- CSDB Superintendent
- CSDB Board of Trustees
- CSDB Administrative Team
- Colorado Department of Education
- Colorado State Legislature
Program Director’s Utilization of Accountability Data: Program Planning

Data used to determine:
• Program satisfaction
• Program effectiveness
• Goals for program improvement
• Continuing education needed for interventionists
• Budget priorities
Program Director’s Utilization of Accountability Data: Program Planning

- Data also are used for:
  - Justification of budget, FTE
  - Strategic planning
  - Determining future directions
    - New programs
    - Program changes
    - Focus groups
    - Projects