



Early Intervention Program Accountability: A Multi-Faceted Approach

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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 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

Date of Visit	Hours Worked	Child's First <u>and</u> Last Name	Family Members Present	Involvement Rating

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

Asked interventionist 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, LittleEars)
- 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

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
- Language sample transcribed orthographically into SALT

Syntax

- Language sample transcribed orthographically into SALT

Child Outcome Measures: Auditory Skills

Birth to 23 mos

➤ LittleEars 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.

➤ LittleEars

➤ 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

Sign vocabulary

- Sign Vocabulary Checklist for Parents
- Language sample: Signs transcribed in SALT

Communication strategies

- Comparison of parent's MLU to child's MLU in language sample
- Communication Strategy coding of language sample

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