



Part C Early Intervention State Systemic Improvement Plan

Supporting Infants and Toddlers Social Emotional Development

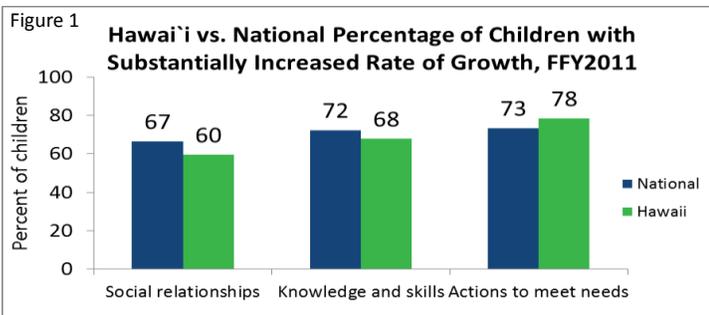
Brief I, June 2014

Issue:

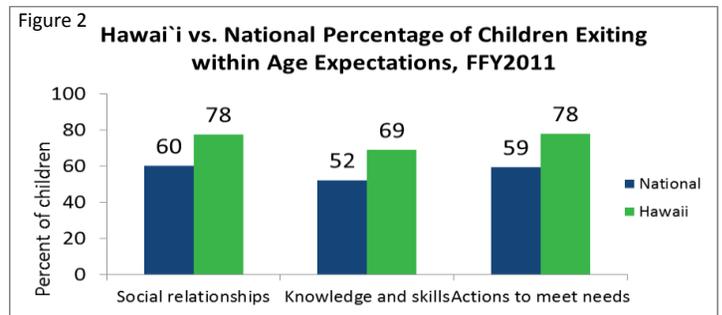
In the last decade, researchers, policy-makers, educators, practitioners, and families have become increasingly aware of the importance of the emotional and social development of infants and toddlers. Research has shown that development in these early years provides the foundation for the child’s future emotional, social, and cognitive development. Research has also indicated that problems that occur in the infant’s or toddler’s social or behavioral development are likely to be early indicators of more difficult and persistent challenging behavior as the child grows older. (Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2003)

Data:

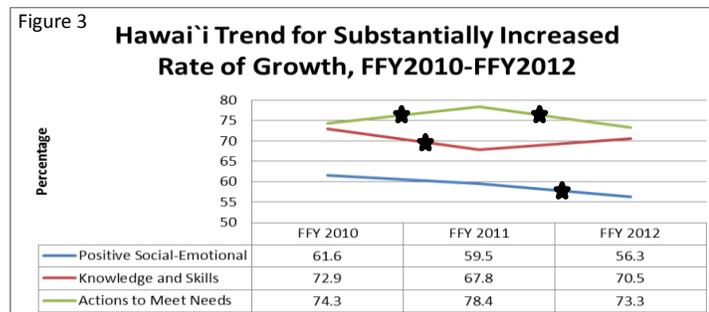
Early Intervention Programs intend to increase the rate of growth of enrolled children so that they “catch up” or do not develop delays. Hawaii has a lower percentage of children with a substantially increased rate of growth compared to the nation in social emotional development and knowledge and skills (Figure 1). In contrast, Hawaii has a higher percentage of children exiting within age expectations for all child outcomes. However, this data includes children who entered and exited Early Intervention within age expectation (Figure 2).



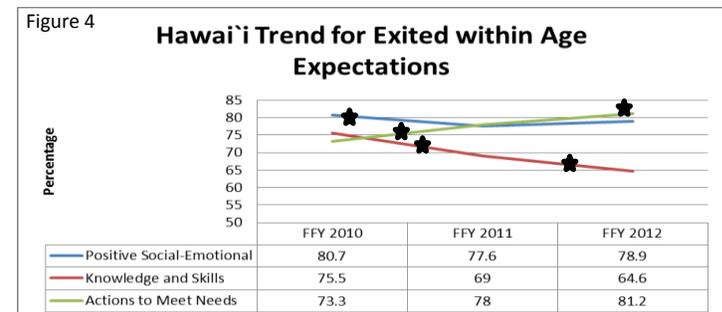
Note: National data based on 33 states with highest-quality data



Hawaii state trends from FFY2010 to 2012 indicate a decline in substantially increased rate of growth and fewer children with substantially increased rate of growth in the social emotional area in comparison to the other two areas (Figure 3). For children exiting, there was a significant drop from FFY2010 to FFY2011 for social emotional development and although there was a slight increase during FFY 2012, it was not considered a meaningful difference (Figure 4).



★ Meaningful difference from previous year



Target Group:

Infants and toddlers eligible for early intervention services and demonstrate a need for support in social emotional development.

Problem:

Broad data analysis indicated that Hawaii Part C Child Outcomes data for “Positive Social Emotional Skills” was lower than the national average, did not meet Hawaii’s target, and declined over the past few years.



MĀLAMA OLA PUNAHELE A 'OHANA
“TO CARE FOR THE HEALTH OF THE SPECIAL ONE IN THE FAMILY”

Approach:

The State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with special needs. The SSIP will be part of the federal required State Performance Plan (SPP) and Annual Performance Report (APR) which are viewed as critical components of the Office of Special Education Programs (OSEP's) Results Driven Accountability (RDA) system. OSEP's directive is that it is of utmost importance to improve the results for infants and toddler with special needs by improving early intervention services.

SSIP Purpose:

- Increase capacity of the Early Intervention Programs to implement, scale up, and sustain evidence-based practices.
- Improve outcomes for children with special needs and their families.

SSIP Phases:

Year 1-FFY 2013 Delivered by Feb. 2015	Year 2-FFY 2014 Delivered by Feb. 2016	Year 3-6 - FFY 2015-2018 Delivered by Feb. 2017-2020
Phase I - Analysis	Phase II - Plan	Phase III - Implementation and Evaluation
<ul style="list-style-type: none"> • Data analysis; • Analysis of infrastructure to support improvement and build capacity; • Measurable result(s) for infants and toddlers with special needs; • Coherent improvement strategies; and • Theory of action 	<ul style="list-style-type: none"> • Infrastructure development; • Support for EI Programs/Providers implementation of evidence-based practices; and • Evaluation 	<ul style="list-style-type: none"> • Implementation; and • Evaluation

Infrastructure: The State is required to identify needed improvements in the State's infrastructure as part of the SSIP and align with existing state initiatives as feasible. The Infrastructure includes seven components:

- Governance
- Personnel Development/Workforce
- Technical Assistance
- Finance
- Quality Standards
- Monitoring and Accountability
- Data Systems

Focus Area/State-Identified Measurable Result(s) (SiMR) for Infants and Toddlers: Social Emotional Development was selected based on:

- Broad data analysis;
- Hot topic in Hawaii;
- Alignment with State Early Childhood Initiatives on social emotional development;
- High cost of early childhood mental health services;
- Positive social emotional skills is critical for overall development of the child.

SSIP Status:

- Provided overview of SSIP to broad stakeholder group - December 2013 and May 2014.
- Conducted broad data analysis - January thru May 2014.
- Identified focus area (SiMR for infants and toddlers with special needs) – May 2014.
- Shared data used in broad data analysis and obtained approval from the broad stakeholder group on the focus area/SiMR – May 2014.
- Conducted infrastructure analysis with broad stakeholder group – May 2014.
- Initiated root cause analysis with broad stakeholder group – May 2014.

Next Steps:

- Webinar on July 1, 2014 from 10:00 a.m. – 11:30 a.m. to share data analysis, results, and reasons for selecting "Social Emotional Development" as the focus area for the SSIP.
- SSIP Leadership Team will meet on a monthly basis and develop, implement and review "SSIP Plan of Action."
- Identify improvement strategies that address issues with the state infrastructure components and the practices that need implementing to improve results.
- Prepare and submit a budget request to ensure improvement strategies can be implemented.