



# Part C Early Intervention State Systemic Improvement Plan

## Supporting Infants and Toddlers Social Emotional Development

Brief 2, November 2015

### 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)

### Problem:

Hawai’i Part C Child Outcomes rates for “Positive Social Emotional Skills” have declined over the past few years. Hawai’i state trends from FFY2010 to 2014 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 1). For children exiting, there was a significant drop from FFY2010 to FFY2014 for social emotional development and although there was a slight increase during FFY 2012, it was not considered a meaningful difference (Figure 2).

Figure 1

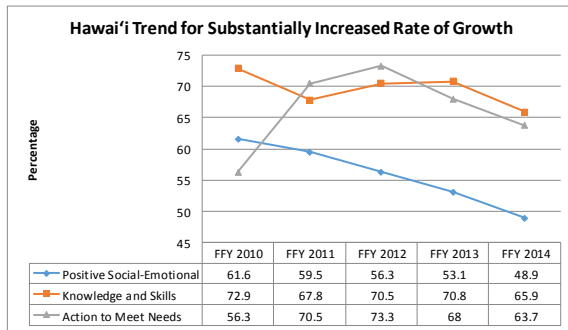
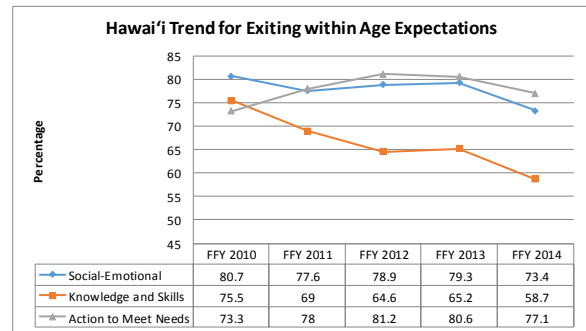


Figure 2



### Target Group:

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

### 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 is 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) Results Driven Accountability (RDA) system. OSEP’s directive is to improve the results for infants and toddlers 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.

### State Identified Measurable Result:

Increase the percentage of Hawai’i’s infants and toddlers who entered early intervention below age expectations in positive social-emotional skills (including social relationships) and who will substantially increase their rate of growth in social-emotional skills (including social relationships) by the time they exit early intervention.



**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"> <li>• Data analysis;</li> <li>• Analysis of infrastructure to support improvement and build capacity;</li> <li>• Measurable result(s) for infants and toddlers with special needs;</li> <li>• Coherent improvement strategies; and</li> <li>• Theory of action</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure development;</li> <li>• Support for EI Programs/Providers implementation of evidence-based practices; and</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation; and</li> <li>• Evaluation</li> </ul>

**Theory of Action:** The end result of Phase One, based on the analyses completed and input from stakeholders, identified four strands of action and broad improvement strategies:

1. **Interagency Collaboration for Parent Support and Education:** Collaborate with community agencies and other State Initiatives to increase access to parent support and education supporting social-emotional skills and social relationships.
2. **Professional Development and Technical Assistance:** Enhance the statewide system of professional development to increase early intervention providers' knowledge of social-emotional development, development of functional IFSP outcomes/objectives/strategies, and implementation of the IFSP using evidence-based and quality practices.
3. **Fiscal:** Increase the capacity to provide services and supports to address social emotional development.
4. **Monitoring and Accountability:** Enhance the current Continuous Quality Improvement System (general supervision) to identify, promote, and support best practices in efforts to improve outcomes for children and families, ensure program effectiveness, measure results on continuous improvement activities, and ensure data is accurate and reliable.

**SSIP Status:**

- SSIP report submitted to OSEP in April 2015 and was accepted by OSEP. The full report is posted on the EIS web-site: <http://health.hawaii.gov/eis/home/ssip/>
- Developed draft Logic Models for each identified strand of action.
- Developed draft Implementation Activities Worksheet with stakeholders.
- Developed SSIP Implementation Workgroups:
  - Access
  - Competencies
  - Social-Emotional Assessments
  - Professional Development
  - Staffing
  - Tele-Health/Video-Chat
  - Data Base (for monitoring and accountability)

**Next Steps:**

- Finalize Logic Models and Implementation Activities Worksheet.
- Develop evaluation component of the SSIP.
- Identify demonstration sites for implementation.
- Prepare and submit a budget request to ensure improvement strategies can be implemented.
- Implement and evaluate the SSIP Plan of Action.
- SSIP Leadership Team will meet on a monthly basis to develop, implement and review SSIP Plan of Action.