



# Part C Early Intervention State Systemic Improvement Plan

## Supporting Infants and Toddlers Social Emotional Development

Brief 3, July 2017

### 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

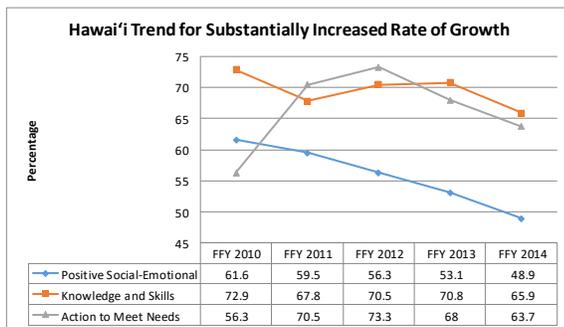
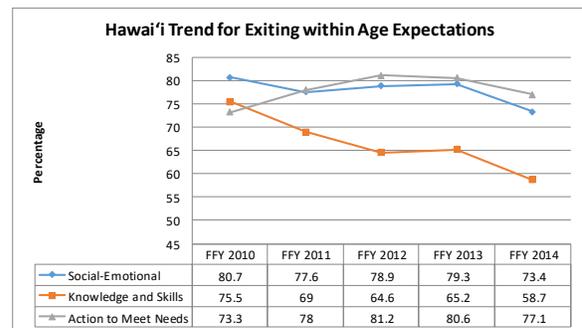


Figure 2



### 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.



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

**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 Interagency Collaboration for Parent Support and Education was eliminated from the SSIP because the Early Childhood Action Strategy has an interagency workgroup working to develop Keiki Central 211 for parents and community agencies to access services.

1. **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.
2. **Fiscal:** Increase the capacity to provide services and supports to address social emotional development.
3. **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 2017 and was accepted by OSEP. The full report is posted on the EIS website: <http://health.hawaii.gov/eis/home/ssip/>
- Streamlined Implementation Activities and Evaluation Plan
- PD & TA Implementation Workgroup:
  - ✓ Developed Social Emotional Competencies and Social Emotional Self-Assessment
  - ✓ Completed Primary Service Approach to Teaming and Coaching Model in Natural Learning Environments by Shelden & Rush to Demonstration Sites, EI State Program Support Staff, identified Instructional Consultants, State External Mentors
  - ✓ Demonstration Site continue to receive coaching and mentoring calls from Shelden and Rush
  - ✓ Gathered baseline data from Social Emotional Self-Assessment
  - ✓ Developing process for developing individual training/support plans based on Social Emotional Self-Assessment
- Fiscal Implementation Workgroup:
  - ✓ Continue to collect Employee Staffing List
  - ✓ Completed Staffing Survey
  - ✓ Will be analyzing Staffing Survey data to develop a staffing plan
  - ✓ Continue steps to implement tele-practice
- Monitoring and Accountability
  - ✓ Continue to develop training plan, mentoring plan, and training on using data for program improvement

SSIP Leadership Team will continue to meet on a monthly basis to develop, implement and review SSIP Plan of Action, including collecting and analyzing data and modifying the Action Plan as needed.