



# Part C Early Intervention State Systemic Improvement Plan Supporting Infants and Toddlers Social Emotional Development

Brief 6, December 2020

**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 ratings for “Positive Social Emotional Skills” have declined over the years. Hawai’i state trends indicate a decline in substantially increased rate of growth and fewer children with substantially increased rate of growth in the social emotional (SE) area.

**Target Group:**

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

**Approach:**

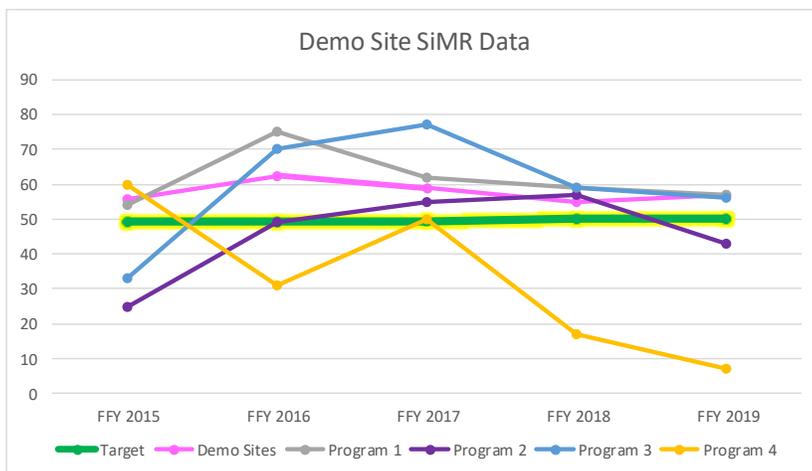
The State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with special needs. The SSIP is part of the federal required State Performance Plan (SPP) and Annual Performance Report (APR) which are viewed as critical 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 (SIMR):**

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



Demonstration Site percentage exceeds the target (50%).  
With the exception of one program, the programs initially improved. All programs at some point in time were challenged with staff turnover and vacancies. COVID-19 may have significantly impacted the FFY 2019 data; although one program continued to make progress.



**Broad Improvement Strategies:**

1. **Professional Development (PD) and Technical Assistance (TA):** Enhance the statewide system of professional development to ensure implementation of evidence-based practices (EBPs).
2. **Fiscal:** Increase the capacity to provide services and supports to address SE development.
3. **Monitoring and Accountability (MA):** Enhance the Child Outcome Summary (COS) process to ensure data are accurate and reliable and ensure program effectiveness to support EBPs to improve children’s SE development.

**SSIP Phase:**

The initial phases of the SSIP (FFY 2013 – FFY 2018) that comprised of data analysis, plan development and implementation in the last three years has ended.

**Overall Key Accomplishments:**

Workgroups	Key Accomplishments for Demo Sites	Scale- Up (EI Programs Statewide)
PD & TA	<ul style="list-style-type: none"> <li>• Identified SE competencies</li> <li>• Rush &amp; Shelden PSP Approach to Teaming &amp; Coaching Training provided to Demo Sites</li> <li>• Implemented PSP approach to teaming &amp; Coaching Fidelity process to Demo Site</li> <li>• Developed &amp; implemented EIS PSP Approach to Teaming &amp; Coaching Training</li> <li>• Developed &amp; implemented guidelines and family handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Provided PSP &amp; Coaching Training</li> <li>• Implemented PSP approach to teaming &amp; Coaching process (fidelity excluded)</li> <li>• Guidelines and family handouts included in EI procedures</li> <li>• TA provided to support implementation of PSP approach to teaming &amp; Coaching practices</li> </ul>
Fiscal Staffing	<ul style="list-style-type: none"> <li>• Data gathered via Staffing Log and Staffing Survey</li> <li>• Data analyzed</li> <li>• Developed &amp; Implemented Staffing Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Data gathered via Staffing Log and Staffing Survey</li> <li>• Data analyzed</li> <li>• Developed &amp; Implemented Staffing Plan</li> </ul>
Fiscal Telepractice	<ul style="list-style-type: none"> <li>• Developed &amp; Implemented TP guidelines</li> <li>• Developed &amp; Implemented Family Handout</li> <li>• Developed &amp; Implemented TP training</li> <li>• Developed &amp; Implemented provider &amp; family surveys</li> </ul>	<ul style="list-style-type: none"> <li>• TP implemented with Neighbor Island Cohort</li> <li>• TP implemented statewide due to COVID-19 Pandemic</li> </ul>
M & A	<ul style="list-style-type: none"> <li>• Identified &amp; implemented COS training</li> <li>• Developed &amp; implemented COS fidelity process</li> <li>• Developed &amp; implemented training on “Using COS Data for Program Improvement”</li> </ul>	<ul style="list-style-type: none"> <li>• COS training implemented statewide</li> </ul>

**Next Steps:**

Workgroups	Next Steps
PD & TA	<ul style="list-style-type: none"> <li>• Revisit SE competencies to align with National competencies &amp; State Initiatives</li> <li>• Identify and/or provide training related to SE competencies</li> <li>• Continue to provide TA to programs related to PSP approach to teaming &amp; Coaching</li> <li>• Revisit coaching fidelity process</li> </ul>
Fiscal Staffing	<ul style="list-style-type: none"> <li>• Identify and implement the team structure necessary to implement the PSP approach to teaming</li> <li>• Identify and implement teaming structure necessary to implement the Coaching model in natural learning environments</li> <li>• Develop a process for EI programs to access providers specializing in behavioral support</li> <li>• Identify and disseminate effective recruitment and retention strategies</li> </ul>
Fiscal Telepractice	<ul style="list-style-type: none"> <li>• Determine data needed to determine effectiveness of TP</li> <li>• Revise guidelines and training based on feedback</li> <li>• Explore TP training resources (i.e., videos)</li> </ul>
M & A	<ul style="list-style-type: none"> <li>• Continue to pilot the COS fidelity process</li> <li>• Continue supporting Demo Sites in using data for program improvement</li> </ul>

SSIP Reports are posted on the EIS web-site: <http://health.hawaii.gov/eis/home/ssip/>