

Please change your Zoom screen name to your  
first name-Program-Role

# The Pulse on Hawaii's Part C Early Intervention System

ANNUAL PERFORMANCE REPORT  
STAKEHOLDER MEETING  
OCTOBER 19, 2022





# Purpose of Today's Meeting

- Review Hawaii's Data for Indicator 3A, 3B, and 3C
- Identify what is needed to improve:
  - ❖ Child Outcomes – Positive Social Emotional Skills
  - ❖ Child Outcomes – Learn and Use Knowledge and Skills
  - ❖ Child Outcomes – Take Action to Meet their Needs

# Stakeholders

- **Who are stakeholders?**
  - Internal or external partners
  - Affected by the outcomes of early intervention
  - Provide guidance on the progression of requirements/scope of work
  - Examples: families, ICC members, providers, community partners, legislators, etc.
- **What is stakeholder engagement?**
  - Using individual and group participation in a collaborative process that guides the creation and execution of a defined scope of work
  - A recurring and cyclical process
- **Why involve stakeholders?**
  - Systems level impact
  - Creative problem solving
  - Satisfaction through collaboration
  - Improved outcomes

# Agenda

- **Overview of Indicators 3A, 3B, and 3C**
- **Overview of Requirements**
- **What's working and root Causes that impact Child Outcomes**
- **Next Steps**

# Mission: Providing Early Intervention Services in Natural Environments

**Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.**



# Key Principles: Providing Early Intervention Services in Natural Environments

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of service providers in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations.

**Indicators,  
Targets, and  
Data and  
Strategies to  
Improve the  
System of  
Services and  
Increase  
Compliance**



## *Compliance Indicators will remain at 100%*

- Ind. 1: Timely services (30 days from consent for services)
- Ind. 7: Timely MDE & Initial IFSP (45 days from referral)
- Ind. 8a: Complete & Timely\* IFSP Transition Plan
- Ind. 8b: Complete & Timely\* Notification to LEA
- Ind. 8c: Complete & Timely\* Transition Conference

\*timely transition – 90 days to 9 months prior to child’s 3<sup>rd</sup> birthday

## *Results Indicators—State determines targets:*

Ind. 2: Natural environment

Ind. 3: Child outcomes in 3 domains

Ind. 4: Family outcomes in 3 areas

Ind. 5: Children birth to 1 with an IFSP

Ind. 6: Children birth to age 3 with an IFSP

Ind. 11: SSIP Child Outcomes – Social Emotional Development

# Target Setting

OSEP set *guidelines* for states on setting targets—they must:

- Be “measurable and rigorous”
- FFY 2025 must show improvement from baseline
- **Get stakeholder input**
- Use state data to set targets

Hawai‘i Part C Early Intervention will annually review and adjust targets accordingly based on data, evaluation of the impact of initiatives implemented, and stakeholder discussions.



# Indicators, Targets, and Data



# EARLY INTERVENTION OUTCOMES

## Child Outcomes:

- Children have positive social and emotional skills
- Children learn and use knowledge and skills
- Children take action to meet their needs



# EARLY INTERVENTION CHILD OUTCOMES

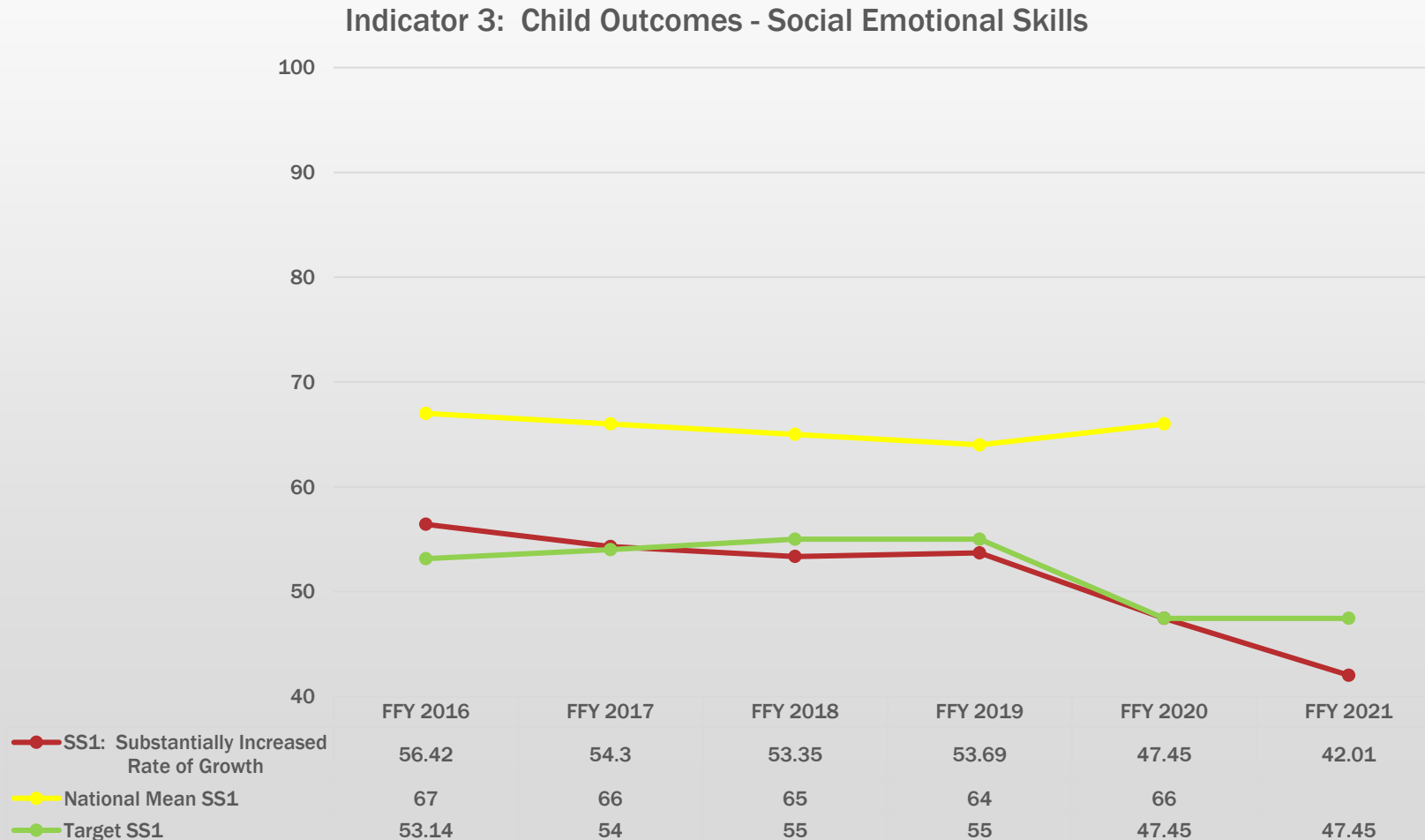
**Summary Statement 1** = *children that entered below age expectations and substantially increased their rate of growth by the time they exited the program.*



**Summary Statement 2** = *children functioning within age expectation by the time they exited the program, includes children that entered below age expectations and at age expectation.*

# 3A. Percent of infants and toddlers who, when compared to same-age peers, demonstrate improved positive social-emotional skills (including social relationships)

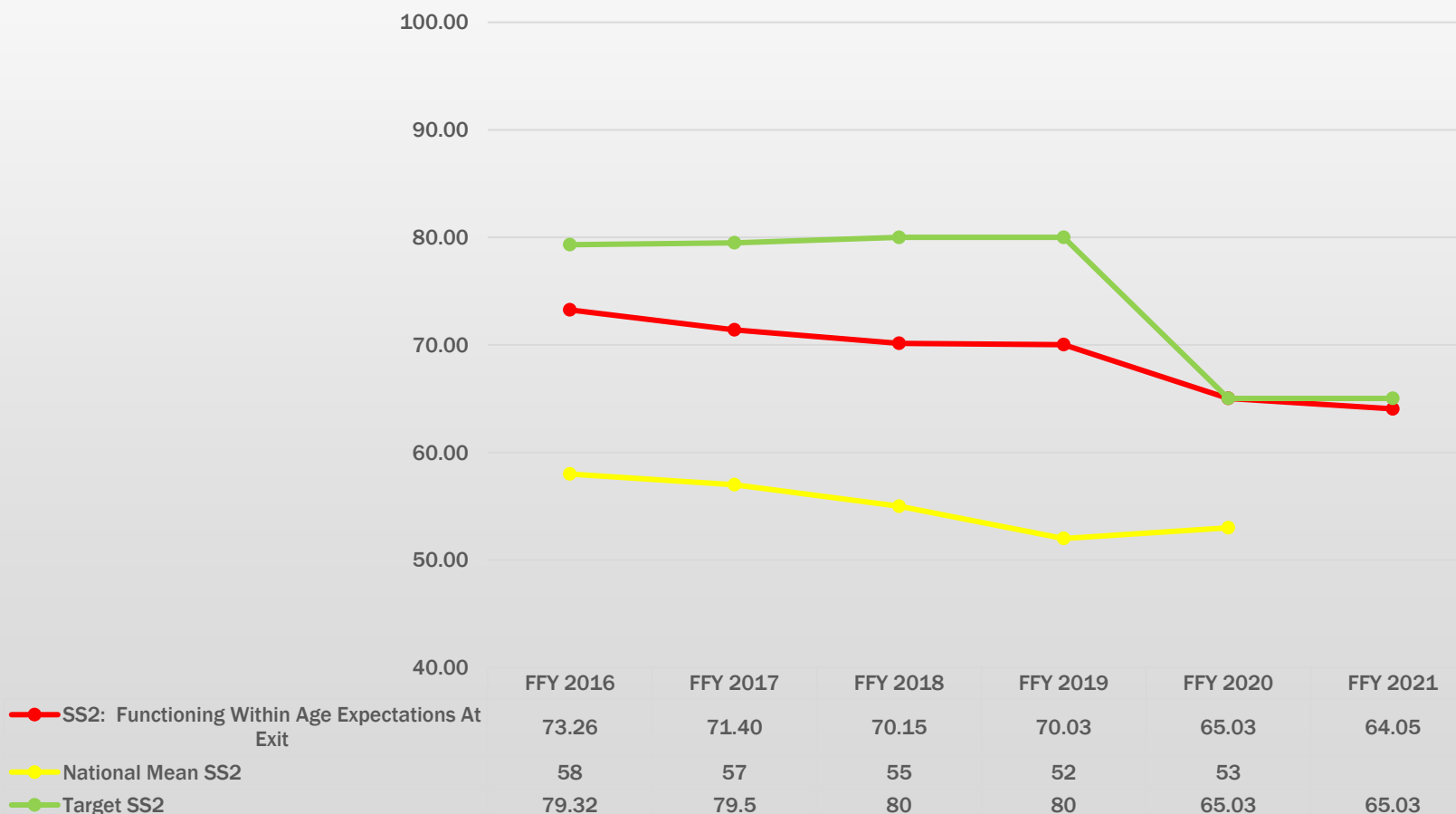
## 1. Percentage who substantially increased rate of growth in positive social-emotional skills (SS1)



# 3A. Percent of infants and toddlers who, when compared to same-age peers, demonstrate improved positive social-emotional skills (including social relationships)

## 2. Percentage who were functioning within age expectations in positive social-emotional skills (SS2)

Indicator 3: Child Outcomes - Social Emotional Skills



# Initiatives Update:

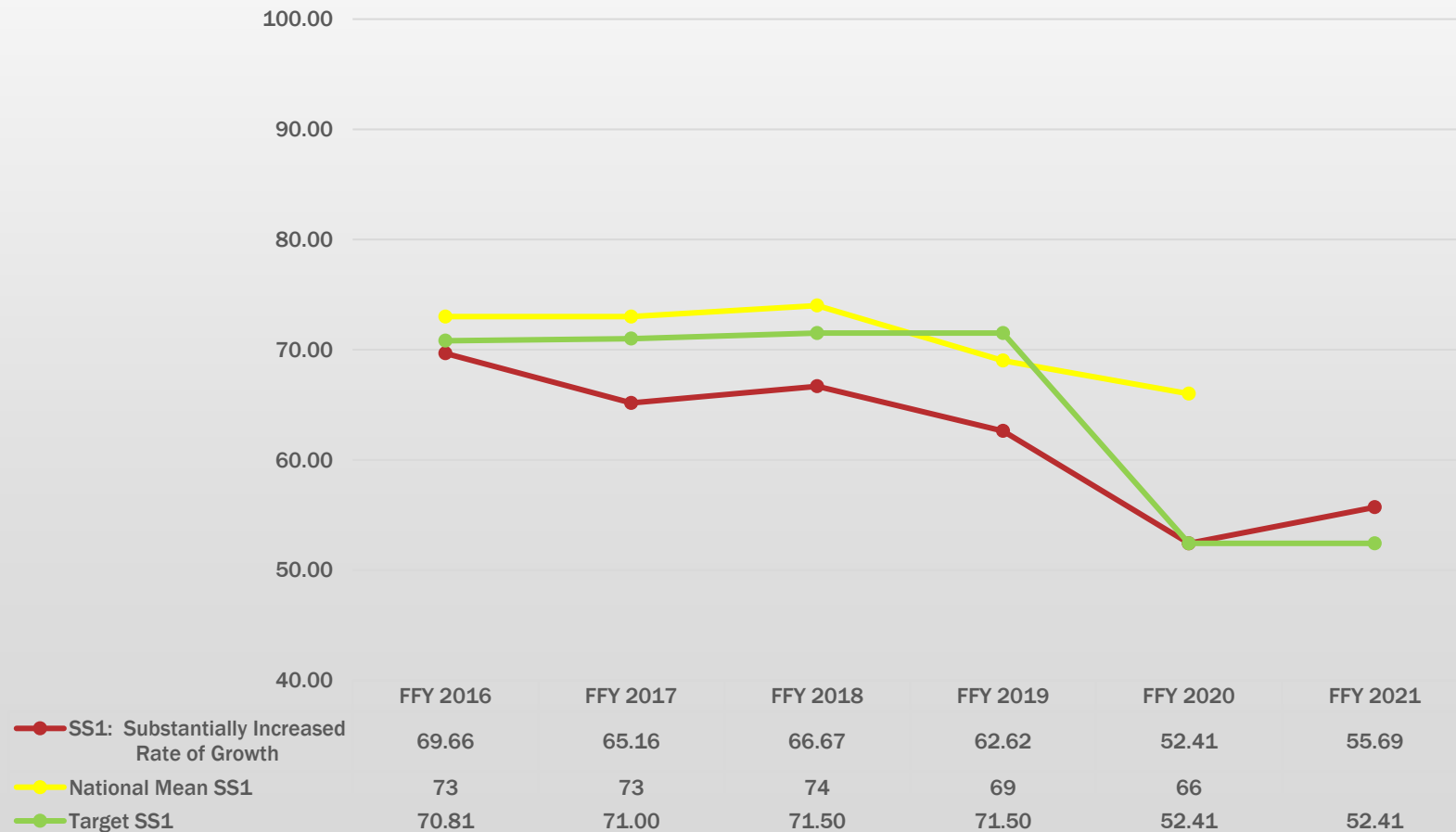
## **SOCIAL EMOTIONAL TRAINING INITIATIVES WITH AN IMPLEMENTATION TARGET OF FFY 2021:**

- **Reflective Supervision**
  - Training by AIMH-HI was offered
  - In discussions with AIMH-HI regarding training and roll out plan
- **Infant Mental Health Consultancy Model**
  - In discussions with AIMH-HI
  - Participating in Cross State CoHort to explore IECMH – Part C
- **Pyramid Model for Early Intervention – pending**

# 3B. Percent of infants and toddlers who, when compared to same-age peers, demonstrate improved acquisition and use of knowledge and skills (including early language/ communication)

## 1. Percentage who substantially increased rate of growth in acquisition and use of knowledge and skills (SS1)

Indicator 3: Child Outcomes - Acquiring and Using Knowledge and Skills



# 3B. Percent of infants and toddlers who, when compared to same-age peers, demonstrate improved acquisition and use of knowledge and skills (including early language/ communication)

## 2. Percentage who were functioning within age expectations in acquisition and use of knowledge and skills (SS2)

Indicator 3: Child Outcomes - Acquiring and Using Knowledge and Skills





# 3C. Percent of infants and toddlers who, when compared to same-age peers, demonstrate improved use of appropriate behaviors to meet needs

## 1. Percentage who substantially increased rate of growth in use of appropriate behaviors to meet needs (SS1)

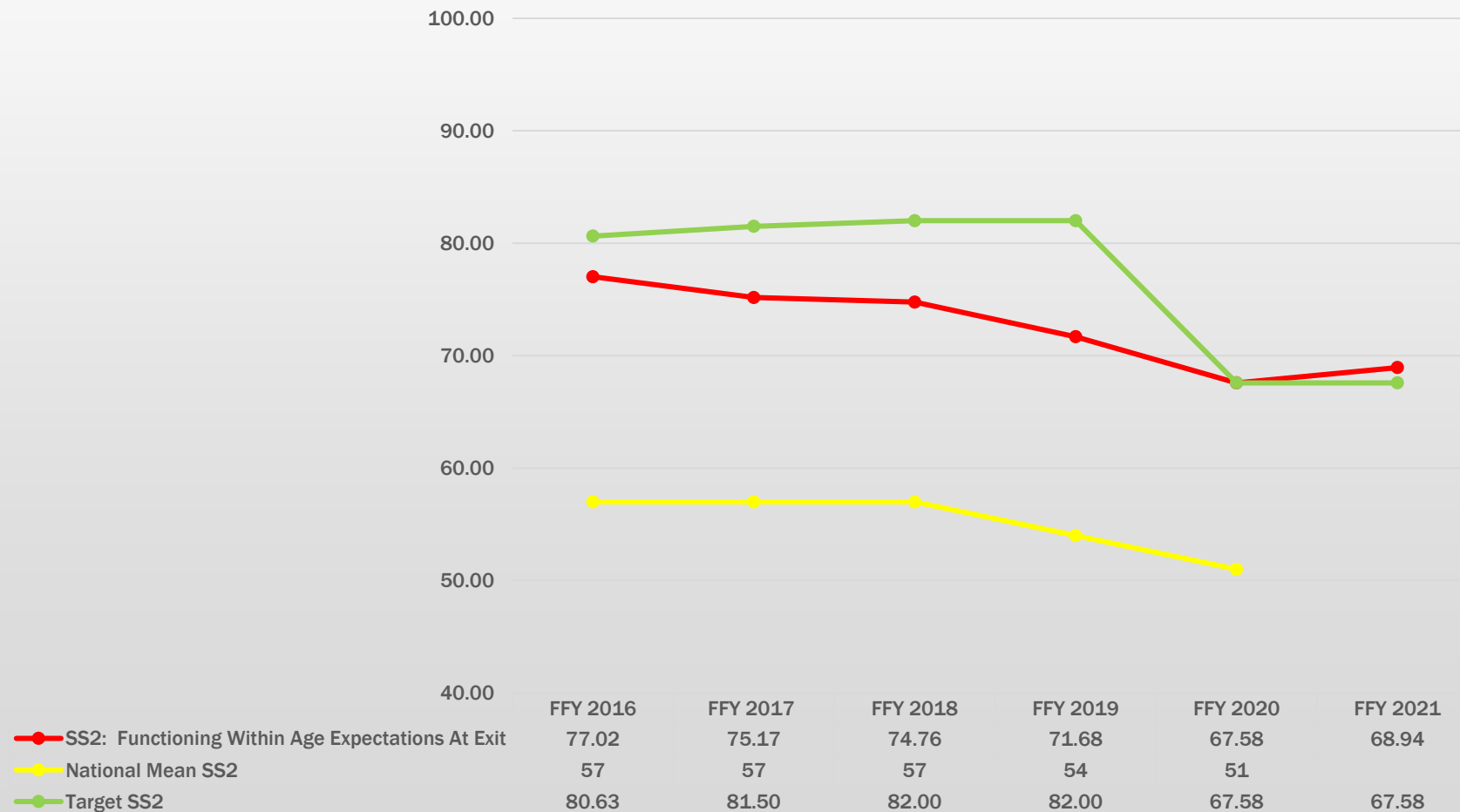
Indicator 3: Child Outcomes - Taking Appropriate Action to Meet Needs



# 3C. Percent of infants and toddlers who, when compared to same-age peers, demonstrate improved use of appropriate behaviors to meet needs

## 2. Percentage who were functioning within age expectations in use of appropriate behaviors to meet needs (SS2)

Indicator 3: Child Outcomes - Taking Appropriate Action to Meet Needs



# Baseline Data:

BASELINE WAS ESTABLISHED FOR ALL 3 CHILD OUTCOMES BASED ON LAST YEAR'S STAKEHOLDER INPUT AND IT ACCEPTED BY OSEP:

**BASELINE DATA WAS CHANGED TO FFY 2020 DATA**

Outcome	SS1	SS2
3A Positive Social Emotional Skills	47.45%	65.03%
3B Learning & Use of Knowledge & Skills	52.41%	42.72%
3C Take Action to Meet Needs	59.34%	67.58%

**PROPOSE: NO CHANGES TO BASELINE.**

# Target Data:

TARGETS WERE ESTABLISHED FOR FFY 2020 – 2025 FOR ALL 3 CHILD OUTCOMES BASED ON LAST YEAR’S STAKEHOLDER INPUT AND IT WAS ACCEPTED BY OSEP:

<b>Outcome</b>	<b>FFY 2020-2024 SS1</b>	<b>FFY 2025 SS1</b>	<b>FFY 2020-2024 SS2</b>	<b>FFY 2025 SS2</b>
<b>3A Positive Social Emotional Skills</b>	<b>47.45%</b>	<b>48.00%</b>	<b>65.03%</b>	<b>65.50%</b>
<b>3B Learning &amp; Use of Knowledge &amp; Skills</b>	<b>52.41%</b>	<b>53.20%</b>	<b>42.72%</b>	<b>44.10%</b>
<b>3C Take Action to Meet Needs</b>	<b>59.34%</b>	<b>60.10%</b>	<b>67.58%</b>	<b>69.00%</b>

**PROPOSE: NO CHANGES TO TARGETS.**

**Poll**



# Child Outcomes: Strategies to Improve the System of Services and Increase Compliance



# Previous Stakeholder Input – Indicator 3A

## What's Working

- Families had to take the role of working directly with their children.
- Families tapped into their creativity and use of resources within their home to play with, interact and entertain each other.
- Sharing developmental milestones and Family Flyer about COS prior to IFSP helped prepare family for discussion.

## Challenges

- COVID restrictions limited opportunities for socialization.
- Necessity of families having to work directly with their child with only virtual support may have impacted progress.
- Working with families in-person, yet still having to practice COVID precautions.
- There may be disconnect in how SE skills can be incorporated into IFSP if family not concerned with this area.

# Stakeholder Input



Share your ideas via Padlet:

**Indicator 3A:**  
**Positive Social  
Emotional  
Development**



# Previous Stakeholder Input – Indicator 3B

## What's Working

- **Sharing the CDC Developmental Milestones w/family**
- **Sharing developmental milestones and Family Flyer about COS prior to IFSP helped prepare family for discussion.**

## Challenges

- **A shift for families to work with their child directly with virtual support. This may have impacted progress.**
- **Late referral impacts the program's ability to help child make progress as there is not much time to work with them.**
- **Some parents overstate what the child can do at the beginning, making it look like the child has not made a lot of progress. Were relying on family's reporting due to COVID restrictions and not being able to interact with child as much.**
- **For children with severe delays in development (ex: ASD), it may not be realistic to have a child make that much progress (2 steps up) on the COS rating scale with only EI services.**

# Previous Stakeholder Input – Indicator 3C

## What's Working

- Sharing developmental milestones with families prior to IFSP
- Sharing developmental milestones and Family Flyer about COS prior to IFSP helped prepare family for discussion.

## Challenges

- A shift for families to work with their child directly with virtual support. This may have impacted progress.
- Difficult for families with multiple children in the home that are being home-schooled to make time for telepractice.
- Clinical observation via TP are limited and service providers rely on parent report and/or what the parent is allowing the provider to see. When in-person resumes, providers stated there was a disparity in what parent reported and what provider observed.
- How do we get family to intentionally address skills that they are not concerned about, yet was identified as an area of concern?

# Stakeholder Input



**Share your ideas via Padlet:**

**Indicator 3B & 3C:**

**Learning & Using  
Knowledge & Skills**

**Take Action to Meet Needs**

# Stakeholder Input



**Break Out Room Discussion**



# Ongoing Stakeholder Engagement



Participate in workgroups to:

- Analyze data
- Develop Improvement Strategies
- Evaluate Progress
- Develop and Implement activities designed to improve outcomes for children

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“There is immense power when a group of people with similar interests gets together to work toward the same goals.”

*~Idowu Koyenikan*



Thank you for partnering with us!