



SSIP Phase 3 Quarterly Summary

September 2016

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OSEP Feedback

The Bureau of Early Intervention met with the Office of Special Education Programs (OSEP) over the phone to receive feedback on the State Systemic Improvement Plan (SSIP) Phase II submitted on March 30, 2016. The plan was well received and they commented that the updated Theory of Action was in line with the proposed improvement strategies. The few questions asked were promptly and satisfactorily responded to by Bureau staff.

Evidence-Based Practices (EBP) Selection

SSIP activities are intended to support local programs' implementation of evidence-based practices. Preliminary discussions with our technical assistance providers led us to look at the revised DEC Recommended Practices (<http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf>). A list of 11 Recommended Practices across different topic areas was shared

with the SSIP Evaluation Team. Team members ranked the practices most important to focus on in our family engagement professional development offerings. The 5 practices selected as most important are:

FAMILY². Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.

INSTRUCTION⁴. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

TEAMING&COLLABORATION². Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.

INSTRUCTION¹³. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

ENVIRONMENT¹. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

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Needs Assessment Data

Each year, the Early Intervention Training Program (EITP) conducts a Needs Assessment to determine the training needs for the field. This year's survey was altered to gain a greater understanding of training needs related to topics that will be addressed through the State Systemic Improvement Plan. EITP received 1,165 responses to the survey with 1,089 agreeing to have their responses shared. 129 of those respondents serve children and families in the Williamson County, Aurora, and East St. Louis Innovation Zones

Two primary areas were targeted for gathering additional information in this survey-child outcomes and family engagement. With regard to the questions on the child outcomes process, a difference was noted in how service coordinators and direct service providers answered several of the questions. These questions were related both to beliefs regarding child outcomes as well as procedural elements. Two comments (from a service coordinator and a provider) help illustrate identified training needs:

"I would like more training on how to explain Child Outcomes and the Decision Tree to families and providers."

&

"We still need work as a team in using child outcomes effectively and appropriately."

In addition to asking respondents to provide feedback on the child outcomes process, we asked them to respond to a series of items related to family-centered practices. The hope in including these items was to see how early interventionists responded to specific practice items that could

potentially relate to the child outcomes process, as well as to find out what their daily interactions with families may look like.

The 27 items clustered around the topics of interactions with families, teaming, and developmental skills. Within the items related to interactions with families, there was an overall high average across questions and subgroups, while the questions related to teaming were rated lower.

Notably, teaming, or the "process of forming partnerships among family members, service providers, and the community with the common goal of enhancing the child's development and supporting the family" (Chiarello and Kolobe) continues to be a challenge within our system, as noted through respondent's ratings on several family centered practice items as well as through the comments.

These results will inform future professional development offerings that support SSIP activities on the child outcomes process and family engagement.

Workgroup

SSIP WORKGROUPS

- Leadership Teams
- Professional Development/ Technical Assistance
- Performance Support
- Messaging

Progress

The SSIP Evaluation Team, whose members were selected by the large SSIP stakeholders group, decided several months ago to divide into smaller workgroups to better focus on the many activities requiring immediate attention as Phase III gets underway.

As stated in the First Summary, the group determined that the most immediate needs involved the creation

of the leadership teams in Aurora, Williamson County and East St. Louis; the selection of the specific evidence-based practices to be emphasized; and, the crafting of the evaluation tools to measure progress.

The **Leadership Teams** Workgroup created a one-page document that identifies the why, the who and the how of Leadership Teams as well as a Benchmarks of Quality document to help Leadership Teams ensure they are functioning as desired. The Workgroup also prepared a Leadership Team survey as one of the many measures that will help us determine progress as we begin implementing improvement strategies.

The **Professional Development/ Technical Assistance** Workgroup developed a Rubric which will be used by EITP with existing and new curricula to guarantee consistency, quality and cohesiveness.

The **Performance Support** Workgroup began the process of creating policies and procedures for the Child Outcomes Summary (COS) process and drafted an initial COS brochure that will be shared with EI families as they begin the EI journey to better understand the COS.

A **Messaging** Workgroup was formed and selected its members by reaching out to the 3 pilot CFCs/IZs to make sure the audiences in our diverse communities are considered when developing messages. They started working on the identification of the Messaging Rubric that will be used with all EI materials and on the review of the EI brochure, "Do You Have Questions About Your Child's Development?"

Outcomes Conference

The 2016 Conference on Improving Data, Improving Outcomes was sponsored by [The Center for IDEA Early Childhood Data Systems \(DaSy\)](#), in collaboration with the [Early Childhood Technical Assistance \(ECTA\) Center](#), the [IDEA Data Center \(IDC\)](#), and the [National Center for Systemic](#)

[Improvement \(NCSI\)](#) in New Orleans, LA on August 15-17, 2016. Representatives from Illinois had the opportunity to share information about our state's efforts as well as to learn from other states and technical assistance personnel. A number of valuable resources that will benefit our SSIP implementation were shared. Resources from the conference can be found at: http://ectacenter.org/~meetings/ecid_ea16/mtgagenda.asp.

Phase 3 Guidance

OSEP just released the new guidance document to assist states with the implementation of SSIP Phase III. The Phase III process Guide can be found at: http://ectacenter.org/~pdfs/topics/SSIP/SSIP_Phase_III_Process_Guide-2016-09-02.pdf

They have also published a question and answer document about Phase III. This document can be found at: <https://osep.grads360.org/#communities/pdc/documents/12601>.

These items will be used by our team as we begin implementation and prepare for reporting of our Phase III efforts.

Stakeholder Engagement

As you may recall, stakeholder engagement is a critical piece of a successful State Systemic Improvement

Plan. As we received more information from OSEP about their expectations for the SSIP process and our understanding of the process grew, it became clear that meaningfully involving stakeholders was a top priority. To that end, we considerably expanded our SSIP planning group during Phase II.

Given the shift to implementation and the focus on Leadership and IFSP teams during Phase III, we felt that it was critical to expand our team again. Representatives from the Illinois Physical Therapy Association, Illinois Occupational Therapy Association, Illinois Speech and Hearing Association, and Illinois Developmental Therapy Association have now joined our group.

As with all representatives on the SSIP planning group, we hope that they will share information about the plan with their colleagues and bring their colleagues' priorities, questions and concerns to our planning efforts. The SSIP planning group will meet for fewer face to face meetings this year since the Evaluation Team was put in place, so individuals should make sure that they are keeping up with the SSIP activities and reaching out when they have questions. Questions, comments and feedback about the plan, timelines and workgroups' initiatives should be sent to Claudia Fabian at: claudia.fabian@illinois.gov.

SSIP Timeline

Tracking the implementation of outlined activities is critical to a successful plan. With so many related moving parts, the

plan can easily become overwhelming. Recently, we adapted a template from another state to track implementation of our SSIP activities. The timeline includes the projected SSIP activities, the quarter in which they are anticipated to start, information about when they are completed, and if they have been deferred to a later date. Color coding represents the group of individuals likely to be leading the activities.

The **Leadership Team** workgroup has scheduled a webinar for October 14th to

Next Steps

share information with potential members of Leadership Teams. A face to face meeting will take place for the Aurora Leadership Team members on November 7th and on November 8th in Mt. Vernon for the members of the East St. Louis and Williamson County Leadership Teams.

The **Performance Support** workgroup will next work on the COS information for the provider handbook.

The **Professional Development/ Technical Assistance** workgroup will finalize the rubric and guidance documents after piloting. They will also be working with EITP and the EI Clearinghouse to produce resource guides for their professional development offerings. These guides will help participants extend their learning beyond the PD opportunity and will also be available to support technical assistance efforts.

The **Messaging** workgroup will finalize the parent brochure and begin work on the referral sources brochure.

State Systemic Improvement Plan Timeline for FY'17												
State Systemic Improvement Plan (2016)												
Activity	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
A.1. Develop a process for creating high quality Early Intervention Training Program (EITP) trainings that emphasize evidence-based practices, typical and atypical child development, Child Outcome Process and adult-learning principles.												
A.1.1. Review existing rubrics to review training curriculum.	X											
A.1.2. Adapt or develop a rubric that can be used to review content and use of adult learning practices.	→	→	→									
A.1.3. Develop system to use review rubric effectively and on a regular basis.	→	→	→									
A.1.4. Select panel members to use rubric.	→	→	→									
A.1.5. Train reviewers on rubric selected to ensure fidelity of implementation.	→	→	→									
A.1.6. Prioritize training curriculum and apply rubric.	→	→	→									
A.2. Develop resource guides to support training curricula												
A.2.1. Prioritize the training curriculum in need of supporting resource guides												
A.2.2. Develop or modify topical resource guides ensuring they reinforce strategies for implementation of evidence based practices (EBP).			→									
A.2.3. Advertise widely the availability of resource guides that are linked to specific pieces of curriculum												
A.2.4. Include resource guides as handouts at appropriate EITP trainings												
A.2.5. Share resource guides with families and caregivers using EIC website and newsletters.												
A.2.6. Use resource guides as a support tool through Monitoring and TA activities with CRC and providers.												

"Far and away the best prize that life offers is the chance to work hard at work worth doing." --Theodore Roosevelt, 26th US president