

Improving the Quality of IFSPs by Integrating Supports Within State Part C Data Systems

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Overview of the Session

- Connection between IFSP quality, quality indicators and assurance, and professional development strategies
- Overview of IES-funded development project
- Results from an implementation feasibility study
- Next steps
- Feedback and questions from participants



Common Issues Found in IFSPs

- Goals are often poorly written.
 - Lack specificity.
 - Do not focus on functional skills.
- Priorities and routines of families are often not addressed.
 - Lack of connection between concerns and priorities and goals.
- Family goals are rarely included.

(Bailey et al., 1990; Boone et al., 1995; Boone et al., 1998; Gallagher, 1995; Jung & Baird, 2003; McWilliam et al., 1998; Polmanteer & Turbiville, 2000)



Quality Indicators of IFSPs

- Focus on child and family strengths and child functioning within daily routines.
- Goals are derived from priorities of the family and current functioning within daily routines.
- Goals are linked to service decisions which results in supports and services that are known to be helpful, least intrusive as needed, and connected with priorities and needs.
- Services are provided in natural environments with shared responsibility among team members.
- Goals include an evaluation component and are monitored regularly.
- Language used in the IFSP is understood by the family.

See handout for comprehensive list of references for indicators of IFSP quality.



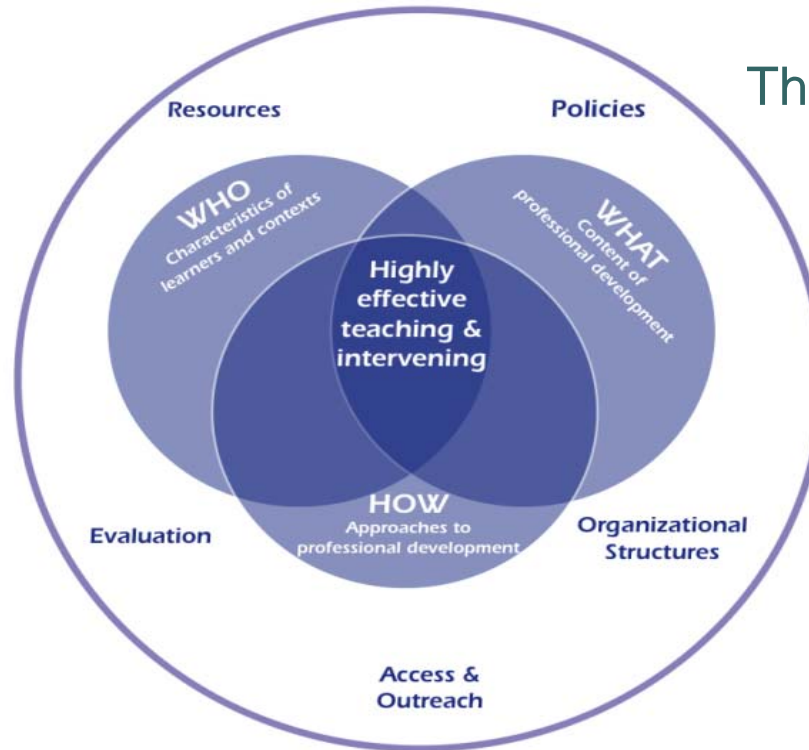
Professional Development

- Key components to quality professional development
 - Learner-centered: builds on strengths, needs, and interests of individuals.
 - Knowledge-centered: grounded in research and focused on helping learners construct new knowledge (i.e., ways of thinking).
 - Assessment-centered: individuals try out new approaches/learning and receive feedback.
 - Community-centered: opportunities are provided for individuals to collaborate and learn from one another, establishing communities of practice.

(Committee on Developments in the Science of Learning, 2000)

Professional Development Framework

The Who:
*Characteristics
and contexts of
learners*



The What: *Content*

The How:
*Organization
and facilitation
of learning
experiences*

Figure 1. A Conceptual Framework for Professional Development in Early Childhood



Job-Embedded Professional Development

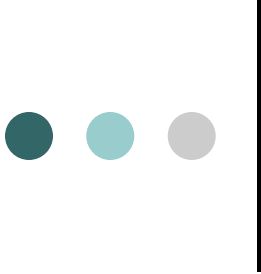
- A strategy that incorporates learning within the daily work of the individual.
- Designed to “push individuals to act in new ways” (DuFour, 2004 p. 64).
- Focuses on the impact of the professional development.
- Requires sustained commitment.

(DuFour, 2004; Galloway, n.d.)

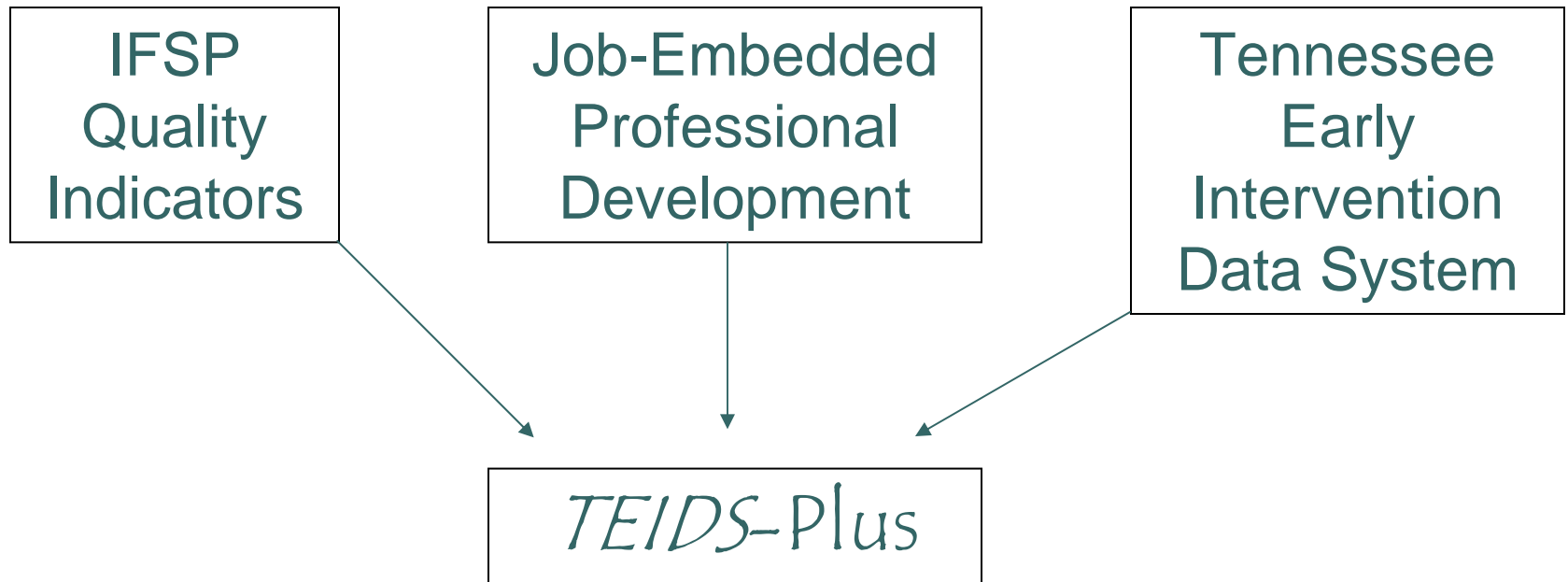


State Data Systems: Tennessee

- Used to record information for accountability with *compliance* requirements.
- Provides information flow between agencies, districts, and state levels of the early intervention system.
- Tracks individual children and families as they progress through the system.



TEIDS-Plus: Integrating Quality Assurance and Data-Based Decision-Making To Enhance IFSP Quality, Implementation, and Child and Family Outcomes





Purposes of *TEIDS-Plus*

- Integrate targeted professional development content into day-to-day work activities of service coordinators using the state-wide, web-based system (i.e., TEIDS).
- Evaluate the feasibility and impact of the enhanced system on (a) the IFSP process, (b) the IFSP document, (c) services provided to children and families, and (d) outcomes for children and families.

Three Phases of Research Plan

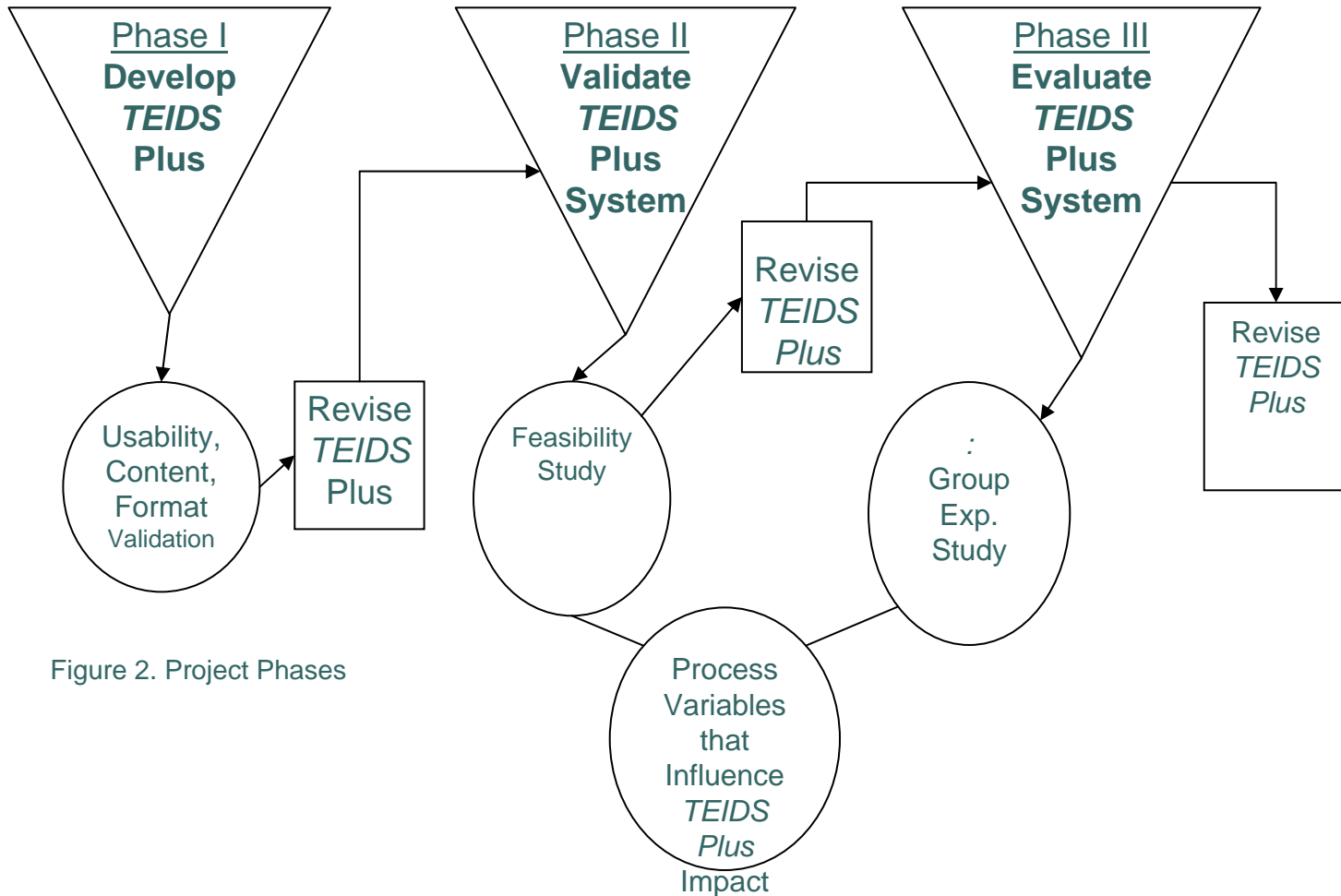


Figure 2. Project Phases



TEIDS-Plus: 5 Components of IFSP Development & Implementation

- Functional assessment
 - Use ecomaps to gather information about informal and formal supports.
 - Conduct routines-based interviews.
- Functional goal planning
 - Write functional goals that are meaningful to families.
- Linking functional goals to service decisions
 - Write action steps that reflect families' resources, materials, and environments and include strategies that are likely to be effective and least intrusive to families.
 - Use a systematic decision-making approach when making service decisions.



TEIDS-Plus: 5 Components of IFSP Development & Implementation

- Integrated service delivery
 - Facilitate integrations of services and collaboration of service providers.
 - Provide information and support to service providers about support-based home visits.
- Monitoring progress
 - Gather progress data during monthly home visits.
 - Use data gathered to make changes in the IFSP.



TEIDS-Plus Supports and Learning Objects

- Three types
 - Face-to-face training
 - Embedded learning objects within TEIDS data system
 - Project website



Face-to-Face Trainings

- Trainings are provided to supplement training provided by the early intervention agency.
- Three days of *TEIDS-Plus* training
 - Training One: Component one (ecomaps/RBIs)
 - Training Two: Components two & three (goal writing, linking goals to service decisions)
 - Training Three: Components four & five (integrated service delivery and monitoring progress) and orientation to data system and website.
 - Each training includes opportunities for service coordinators to discuss how new information connects with current practice and opportunities to practice new skills through simulations and case studies.
 - Follow-up support and feedback is provided by district level administrators and *TEIDS-Plus* project staff.



Five Components with Example Learning Objects

	Promising Practice	Text-Based Supports	Multimedia Supports	Demonstration Videos	Interactive Monitoring Tools	Family Resources
Functional Assessment	Routines Based Assessment & Ecomapping	Routines Based Interview	RBI Diagrams Ecomap Templates	Video Clips from Hatton et al. (2003) and Edelman (1999)	Prompts for RBI	Family Preparation Form
Functional Goal Planning	Goal Functionality Planning Process	Written Case Illustrations Goal Functionality Steps	Procedural Flowchart	Video Clips of functional goal planning (Edelman, 1999)	Prompts for all 7 goal planning steps	Goal Criteria Indicators
Linking Goals to Service Decisions	Additive Model for Service Decisions	Procedural Protocols	Procedural Flowchart & Fidelity Checklist	Video Illustrations of Application of Additive Model	Prompts for all dimensions of additive model	"It's Only Natural". Parent Resources
Integrating Services	Primary Service Provider Model	PSP Protocol	Procedural Flowchart & Fidelity Checklist	Video Clips of Integrated Therapies & Teaching Cases	Prompts to ensure proper use of PSP	Parent Brochures "What to expect on your home visit"
Monitoring Progress	Data-Based Decision Making	Vanderbilt Home Visit Script Child Outcome Questionnaire	Sample Scripts & Completed Questionnaires	Video illustrations of progress monitoring during home visits	Prompts to enter script outcome data and other Progress Monitoring Tool Information (e.g., IGD1)	Home-based data collection sheets and forms



Data System and Website Learning Objects

TEIDS-Plus Data System

- Permanent text prompts
- Links to the website
- New data fields and pages
- Forms to assist with IFSP completion documents

TEIDS-Plus Website

- “How-to” summaries
- Written and video examples
- Forms to assist with IFSP completion
- Implementation checklists
- Additional resources-articles, links to print resources, links to websites



Feasibility Study

- Purpose: To try out training, learning objects, website, and data collection
- Setting: 2 of 9 early intervention districts participating
- Participants: 8 service coordinators, 19 families
- Business as Usual-Additional data are collected de-identified (e.g., IFSP documents, parent perspectives, service use): 66 families



Procedures for Feasibility Study

- Baseline
 - Service coordinators complete IFSP process as they typically would with two consenting families.
- Intervention
 - *TEIDS-Plus* trainings provided
 - Individual feedback provided about implementation of practices.
 - *TEIDS-Plus* is turned on (data system and website).
 - Service coordinators complete IFSP process using *TEIDS-Plus* practices.



Measures

Family and Child

- Parent Perspectives About Involvement in IFSP Development
- Parent Verbalization Coding Form
- Child Outcomes Summary Form
- Indicators of Individual Growth and Development for Infants and Toddlers (IGDI's) or Pediatric Evaluation of Disability Inventory (PEDI)
- Family Survey (of outcomes)
- Service Utilization Reports



Measures

Service Coordinator

- Knowledge and Skills Measure
- Use of *TEIDS-Plus* Learning Objects
- Process Data

IFSP Document

- IFSP Rating Scale and Goal Functionality Scale III
- Alignment of IFSP Goals with TN Early Learning Standards & OSEP Outcomes



Lessons Learned

Website Development and Linkages with Data System

- Software expenses to modify data system and commercial creation of website very costly.
- Adding new fields and pages to the data system could be problematic.
- Links within data system to outside website were essential to including all desired leaning objects.



Lessons Learned

Training and Use of Practices

- In current state economic climate (e.g., hiring freeze preventing hiring of needed staff), *TEIDS-Plus* staff had to support districts in providing individual feedback to service coordinators.
- Service coordinators liked the interactive training sessions; however, they described them as intensive.
- Districts needed support to figure out how to manage time required for implementing new practices (e.g., RBI).



Lessons Learned

Supports and Learning Objects

- Service coordinators were more enthused about some resources and supports than others (e.g., monthly check-in questions vs. new pages in data system).
- Service coordinators liked written & video examples to be on the website, and documents to take to meetings to support their implementation of new practices.
- Service coordinators needed support to know how to use some prompts within the *TEIDS-Plus* data system (e.g., goal writing).



Lessons Learned

Measures

- The knowledge and skill measure was overwhelming to some service coordinators when given in a short timeframe (i.e., time between data pt 1 and data pt 2).
- Collecting data as needed for the IGDI's was too resource intensive for use when collecting data with more families.
- District staff were willing and able to help with distribution of the parent perspective measure.
- Coordination with state level data



Next Steps

- Preliminary Efficacy Study
 - Purpose is to compare TEIDS to *TEIDS-Plus* to determine impact and feasibility of enhanced system.
 - Participants include four districts (two control and two experimental will participate; ~50 service coordinators) and approximately 750 families.



Feedback/Questions

- Other strategies for embedding learning objects within data systems?
- Other strategies for improving the quality of IFSPs?
- Questions/Comments



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