National Trends in Service Delivery

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Children AND families are the focus of Early Intervention services.

“Services that are designed to meet the developmental needs of each child eligible.... AND THE NEEDS OF THE FAMILY related to enhancing the child’s development. 303.12(a) (1)

The team’s broad purpose:

to work with children and their families.
The statues and regulations tell us:

- What services are provided under the law
- General purpose of early intervention
- Who can provide the services
- States responsibility of oversight and monitoring
- How services are paid for

States can then choose their service delivery approach: the program design to support their services and the actual how and what those services look like in practice.
Changing landscape out there

What was described in the late 1980’s and 1990’s in each state’s original grant application, which defined their system and the services, has evolved and changed over the years.

Life has changed greatly in the same time period!

- Federal & State surplus to state deficits
- Infant health survival rates
- Paper and pencil records to advanced technology
- Changing insurance coverage
- New research and better practices... just to name a few.....
Its not that providers aren’t doing a good job with children and families...

As we have learned more and are impacted by the constantly changing tides change is needed.
Evidence based practices

“A decision-making process that integrates the best available research evidence with family & professional wisdom & values.”

(Buysse & Wesley, 2006; Snyder, 2006; Winton, 2006)

http://projects.fpg.unc.edu/~handouts/EBP_Odom_Buysse.pdf
Evidence Based Practices are the foundations for changing practices today

- Family Centered /Relationship based practices (1890’s, 1960’-present day)
- Working in family homes and communities (1890’s, 1930’s, 1950, 1980’s to present day)
- Children’s learning leading to contextual activities, incidental teaching, mastery, enjoyment and interest based, routine based (1960- present day)
- Adult learning and interactions (1960- present day)
- Transdisciplinary teaming practices (1970- present day)
2005-2007 – National Community of Practice for Services in Natural Environments emerged

Brought researchers, model developers, Part C Coordinators, providers and Therapist together to use the foundational pillars and develop a core set of beliefs and practices. Work resulted in:

- Mission and Key Principles for Providing Early Intervention Services in Natural Environments (PDF: 45kb)
- Seven Key Principles: Looks Like/ Doesn’t Look like (PDF: 97kb)
- Agreed upon Practices for Providing Early Intervention Services in Natural Environments (PDF: 427kb)
2nd National CoP evolved in 2009-current

This is a PRIVATE community of practice for Part C (ages birth-3) state administrators and their invited state level partners who are involved in exploring or changing their Part C service delivery approach.

Currently members are most interested in exploring the Transdisciplinary team approach with a primary provider working with the family and/or the Primary Service Provider who engages in coaching strategies with families.

http://www.tacommunities.org/community/view/id/5009
Names states identified as endorsing or using within their state in 2011 (2010#)

- Transdisciplinary team-primary service provider -15 (9)
- Primary Service Provider (PSP)- 13 (8)
- Coaching-Primary service provider -12 (5)
- RBI-with primary service provider – 8 (3)
- Family Centered services- 4 (2)
- Interdisciplinary model -2 (1)
- Multidisciplinary team – 2 (2)
- Everyday Routines, Activities and Places -2 (3)
- Team based service delivery with independent providers -1 (0)
- Consultative team model-1 (4)
- Individualized Supports and Services in Everyday Activities and Places- 1 (1)
- Direct therapy-consultative model-1 (0)
- Integrated service delivery-1 (0)
More information about states

★ 27 states name a single approach they are endorsing, exploring or at some stage of implementation.

★ 10 states reported using a combination of approaches.

★ 19 states did not name a specific approach but many used words in their training or vision that are included in the various approaches (RBI, functional outcomes, consultation, teaming, coaching, natural learning environments.)

★ Over ½ of the state indicated they used the “Key principles and practices documents developed in 2006 to guide their state.
Adoption or Adaption

★ HUGE variation in the words states choose
★ States at various stages of exploring to implementing
★ States are now going “statewide” with their approaches
★ States are doing multiple approaches
★ A few states have tied themselves to a one particular “developer” who does the training and support during implementation of pilot sites.
★ Some states are using the developer’s materials and doing their own thing- providing their own training and adapting various pieces with their own state name
★ Other states are using the “agreed upon principles and practices” and focusing on the commonalities.
★ States are working through issues first that appear to be in the way of adoption of an approach
All these “approaches” have common foundational themes:

- Family Centered Practices
- Relationship Based activities
- Natural Environments
- Natural learning opportunities, Routines, activities
- Authentic/Functional Assessment
- Functional Outcomes
- Adult learning principles
- Team based service delivery
The service delivery approach impacts:

★ State (regional) structures necessary to support the approach
★ The way the E.I. services are organized at the program or regional level
★ Teaming practices and team composition
★ What “it” looks and feels like/doesn’t look like, to families (and to the providers)
★ Providers knowledge or training
★ Beliefs, values and demonstrated competencies
These common themes impact our Practices in many ways:

- How we interact with families and other team members
- How we explain or program
- How we help child and adults learn
- The way we provide help and support to families
- How we do evaluations and assessment
- What we even write on the IFSP
- How we provide on-going services
People associated with the most frequently mentioned approaches

аз Family Centered Practices- Dunst, Trivette and Deal

★ Using Everyday Routines and Activities-Carl Dunst/ Mary Beth Bruder

★ Primary Coach Approach to teaming, PSP with Coaching- Rush, Shelden and Hanft

★ Routine Based Early Intervention  and Family Centered Intervention in Natural Environments (FACINATE)-Robin McWilliam

★ Therapists as Collaborative Team Members and Family Guided Routine Based Interventions- Julianne Woods- (FACETS/TaCTICS and FGRIB))

★ CoP work  approach neutral, Principles and Practices (Pletcher, Hurth, Lucas, Younggren et al)

★ Other names sharing information; Naomi Younggren, Bonnie Keilty, Pip Campbell, Lee Anne Jung
“Unpack” some of the most frequently mentioned approaches or terms

★ Primary Coach Approach to Teaming
  (PSP with coaching)

★ RBI (Routine Based Early Intervention)

★ TaCTICS, FACETS & FGRBI

★ Agreed upon Principles and Practices
Primary Coach Approach to Teaming, PSP with Coaching
Dathan Rush, M’Lisa Shelden and Barbara Hanft

- Geographically located team
- One person primarily works with family
- Receives support (coaching) from other team members
- Provides direct support to parents/other caregivers using coaching techniques
- Natural learning environment practices
- Strengthens parents competence and confidence while promoting children’s learning and development
- Use of developmental enhancing strategies used throughout the families daily activities
- Respecting parents and other care provider as adult learners
For more information

http://www.coachinginearlychildhood.org/index.php


Routines Based Early Intervention in Natural Environments - Robin McWilliam

- Understanding the family ecology (ECO mapping)
- Functional Intervention Planning (RBI Routines based interview)
- Integrated services- a primary service provider works with family, with backing from a team of professionals to address the IFSP outcomes with family
- Consultation and joint home visits with the PSP when needed
- Support based home visits with the Vanderbilt home visiting script to provide informational, emotional and material support
- Collaborative child care Consultation
- Functional child outcomes to increase engagement, independence and social relationships throughout everyday routines
For more information

http://www.siskin.org/www/docs/112.180

Family Guided Routines Based Intervention (FGRBI)- Julianne Woods

- Introduction of natural environments and welcoming the family
- Routine based assessment in natural environments (RBA)
- Linking assessment to intervention- Contextually relevant outcomes tied to family routines and activities; embedding outcomes into natural occurring routines
- Involving care givers in teaching and learning
- Monitoring progress
- Collaborative teams working together with families often with a primary provider
- Family guided, family focused
For more information and resources:

http://fgrbi.fsu.edu/

http://tactics.fsu.edu
Agreed upon Principles & Practices for Providing Early Intervention Services in Natural Environments

- This is NOT an approach
- Documents reflect consensus of practices validated through several research, model demonstration and outreach projects funded over the past decade
- Practices are written to be approach neutral
- Suggests a flow of activities that need to occur during the EI process from referral to transition
- Not intended as a sequential or all inclusive checklist
- Practices can be used by any team member including the service coordinator and family
Three documents in the set

★ Mission and Key Principles:
http://www.nectac.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf

★ Looks like/doesn’t look like :
http://www.nectac.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf

★ Agreed upon Practices:
http://www.nectac.org/~pdfs/topics/families/AgreedUponPractices_FinalDraft2_01_08.pdf

Final comments on the Documents

★ Over ½ of the states have adopted the Mission and 7 key principles to define their beliefs and values

★ Other states have used the “looks like- Doesn’t look like and practice documents in their ongoing training

★ To put the practice in places requires re-adjustment at the local, Regional and State level

★ Lynda Pletcher and Naomi Younggren are working on a book which will be a provider workbook to be published in 2013 by Brookes Publishing Company
Changing or refining personal practice is not easily done as the systems to support persons will also need to change.
Don’t want this to happen- the new “thing” is used in the same old way”

So dad, how do you like the iPad we got you  [VIDEO]3.flv
Implementation Stages

- Exploration of Service delivery Approaches (with stakeholders)
- Building Support/Commitment
- Develop Implementation Plan
- Initial Implementation
- Full Implementation
- Sustainability

★ There are multiple steps and task at each stage!
“Drivers” that must be in place to support the change

Improved educational outcomes

Performance Assessment (fidelity)

Competency Drivers

Coaching
Training
Selection

Organization Drivers

Systems Intervention
Facilitative Administration
Decision Support Data System

Leadership Drivers

Technical
Adaptive

Integrated & Compensatory

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Competency drivers
Competency drivers help to develop, improve, and sustain educators’ competence and confidence to implement effective educational practices and supports. Competency drivers include Selection, Training, Coaching and Performance Assessment

Organization drivers
Organization drivers help to create and sustain hospitable organizational and systems environments for effective educational services. Organization Drivers include: Decision Support Data System, Facilitative Administration, and Systems Intervention

Leadership drivers
Leadership drivers help to guide leaders to use the right leadership strategies for the situation. Leadership Drivers include Technical and Adaptive strategies.

When all of the Implementation Drivers are working in an integrated manner, performance assessments will show consistent use of education innovations as intended, leading to improved educational outcomes.

Read more about Implementation Drivers >>

For more information
This is no easy task to implement change and make that plan known to others throughout the state. This will take years to fully implement. You must plan carefully and make that plan known to others throughout the state. It’s hard but very exciting work. To know that we will have service providers using practices that have years of research and evidence supporting them, based on values and beliefs we feel are fundamental, and that all families will receive series and supports consistently across our state will be worth it in the end. Yes! (Pam Thomas, MO)