

Background

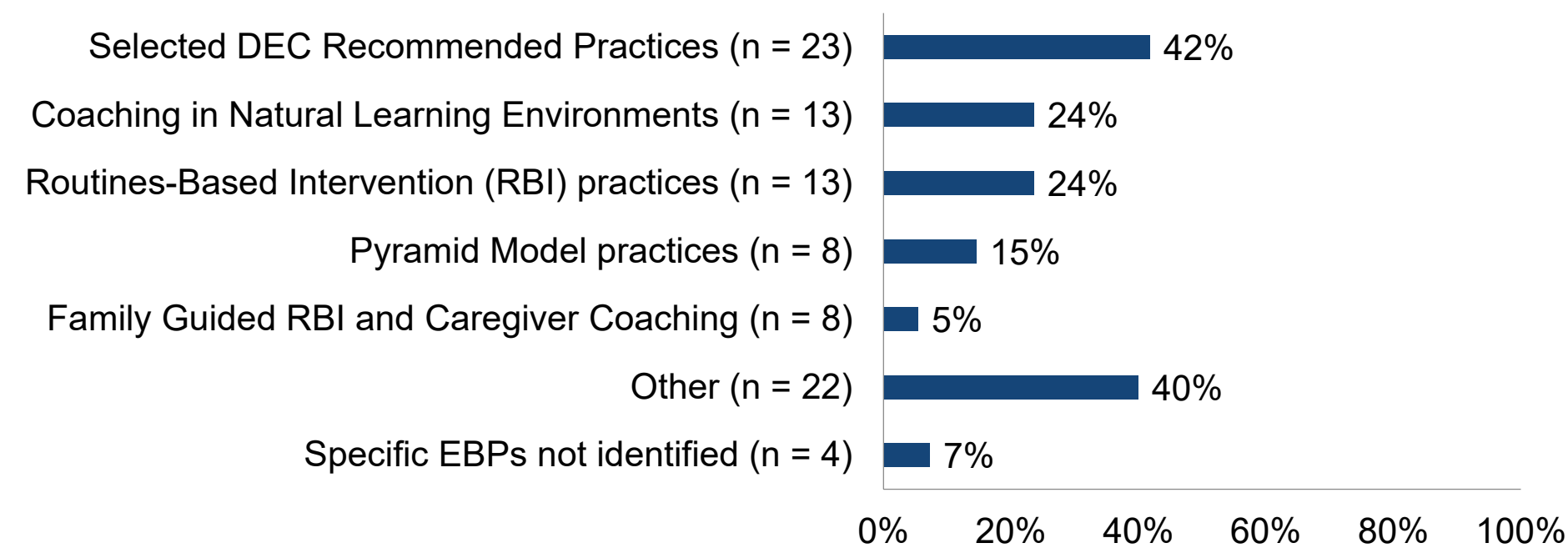
- * IDEA Part C early intervention state programs are required to develop, implement, and report on the State Systemic Improvement Plan (SSIP).
- * The SSIP is a comprehensive, multiyear plan for improving results for infants and toddlers with disabilities and their families.
- * States report on progress implementing evidence-based practices (EBPs) aimed at improving child and/or family outcomes in the SSIP.
- * States have been improving implementation of EBPs through activities such as:
 - * Training and/or coaching providers in EBPs
 - * Disseminating information to providers and/or administrators
 - * Training administrators in EBPs
 - * Training providers and/or administrators in interpreting and using data.
- * This poster describes implementation and evaluation of EBPs states reported in their April 2018 SSIP submissions to the Office of Special Education Programs (OSEP).
- * The Hawaii example shows one's state's approach to implementing EBPs and data demonstrating their progress.

Methods

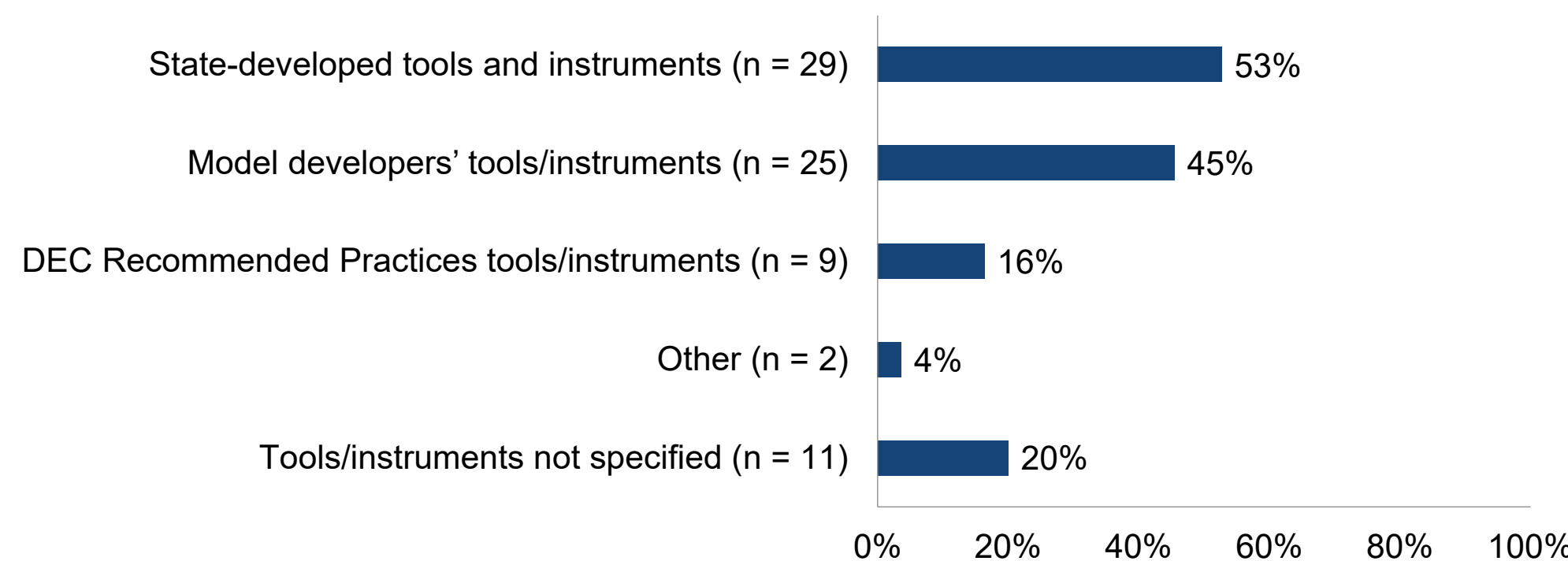
- * **Sample:** 55 states and territories providing early intervention services for children birth through 2 years.
- * **Data source:** Phase III, Year 2, the SSIPs for Part C Early Intervention, submitted in April 2018 to OSEP.
- * Trained national technical assistance providers reviewed and coded each SSIP about the approach to implementing and evaluating EBPs.
- * Plans were examined to determine the EBPs being implemented and the data collection approaches and tools states reported using to evaluate implementation of EBPs for the SSIP.

Findings

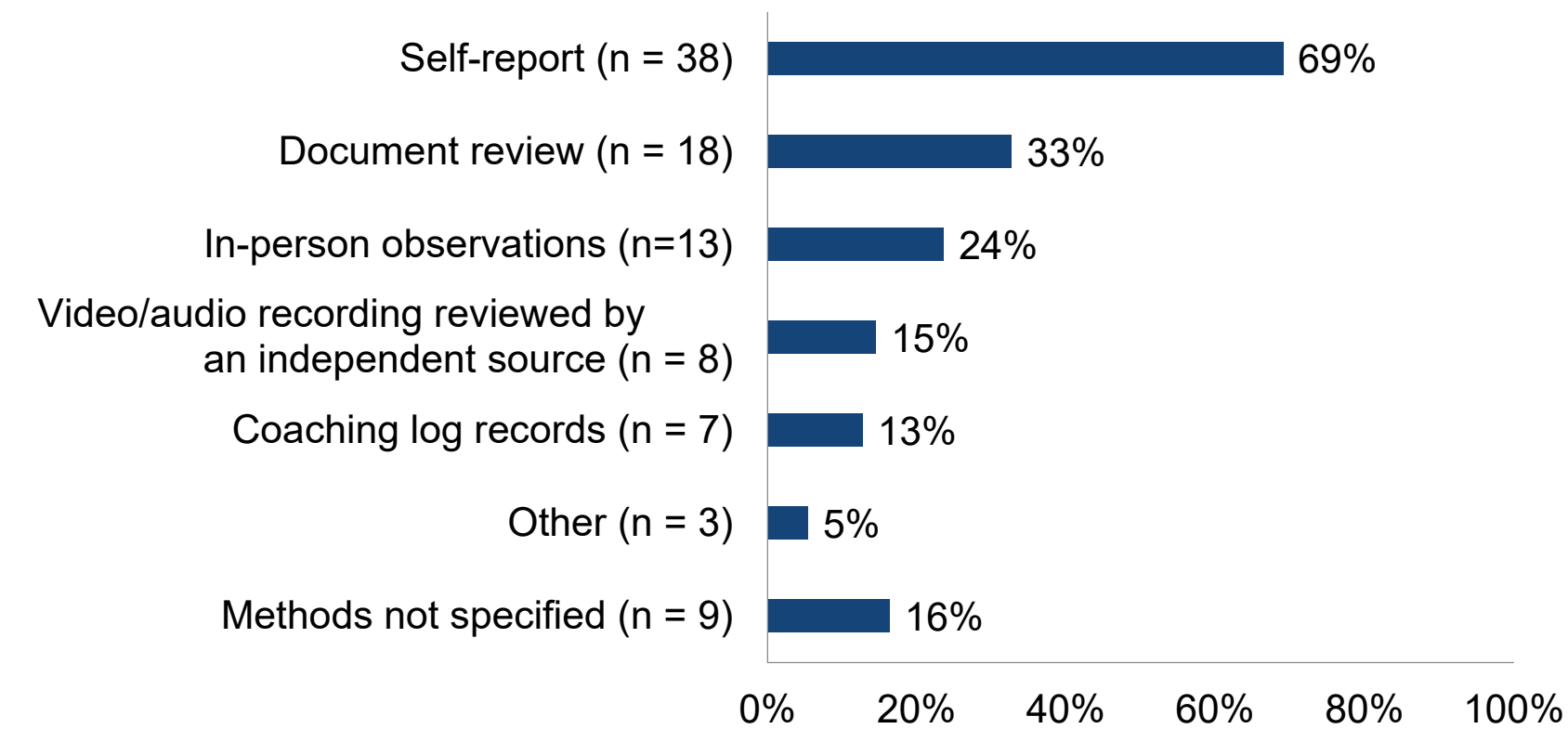
Evidence-Based Practices Being Implemented, as Reported by States (N = 55)



Methods to Collect Data on Implementation of EBPs (N = 55)

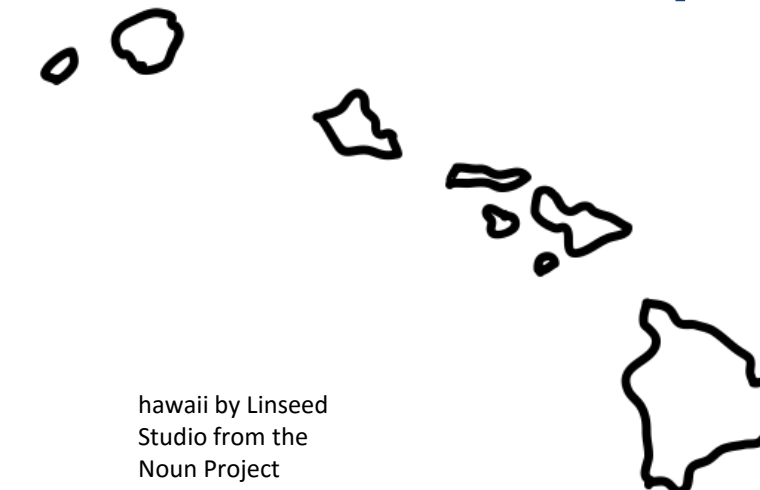


Types of Tools to Evaluate Implementation of EBPs (N = 55)



Note: Percentages do not add to 100% because states reported multiple practices/models, methods, and tools.

State Example: Hawaii Part C



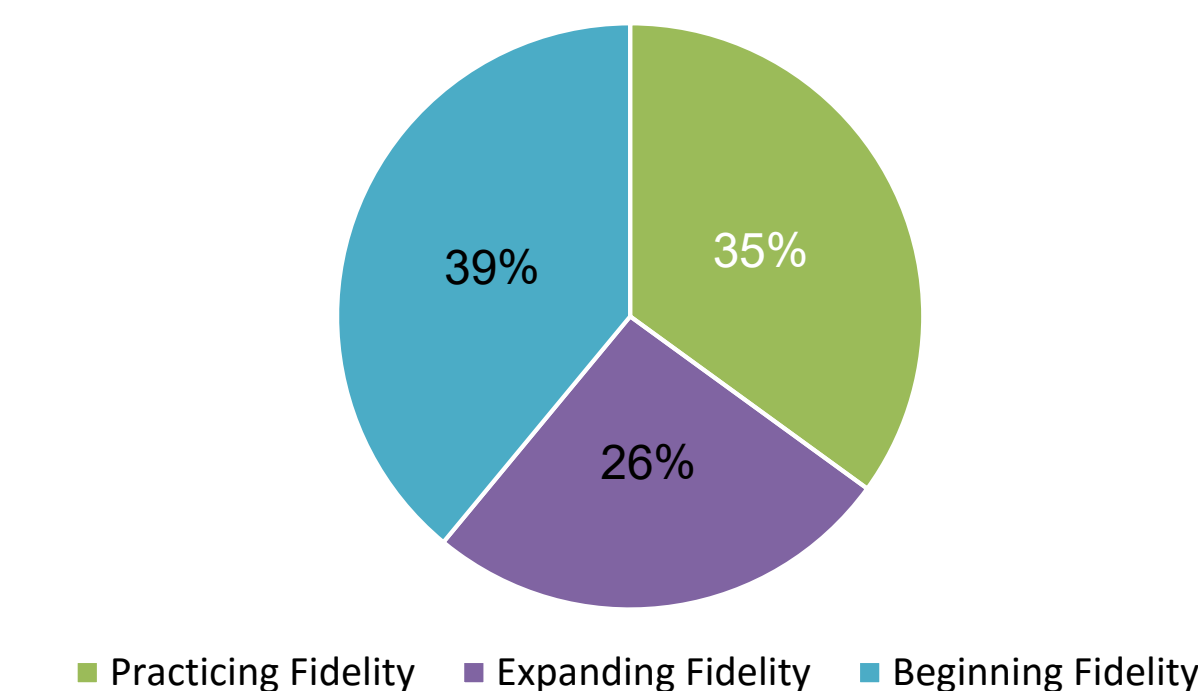
- * **EBPs being implemented:** Coaching in Natural Learning Environments (Rush & Shelden) and social-emotional practices
- * **SSIP implementation:** 4 demonstration sites of 18 early intervention programs statewide
- * **Tools and data collection methods:**

Tools	Data Collection Method
Coaching Log Summary Form (Rush & Shelden)	Mentors review practitioner-developed coaching logs and score practitioner's implementation of practices to collect fidelity and practice change data.
Hawaii Social-Emotional Coaching Log Review	Practitioners complete self-report of their implementation of social-emotional practices.
Social-Emotional Competency Self-Assessment (practitioner)	Mentor completes assessment of practitioner's implementation of social-emotional practices.
Social-Emotional Competency Mentor Assessment	

- * **Local data use:**
 - * Mentor and practitioner jointly develop practitioner professional development plan.
 - * Coaches, supervisors, and practitioners annually review and discuss data and revise individual practitioner training plans.
- * **State data use:**
 - * State staff aggregate data from the checklists and report the percentage of providers implementing practices with fidelity in each implementation site.
 - * State uses aggregate data on the self-assessment to identify statewide and site training needs.

Findings from Hawaii

Level of Fidelity Demonstrated 6 Months After Training (N = 74)



Improvement in Practitioner Social-Emotional Competency Self-Assessment Data, 2017 (N = 67) vs. 2018 (N = 56)

