



Moving From Theory to Action

New Jersey





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NJ Part C – Quick Information

- Uses BDI “in” and “exit” to report on Ind. 3 Child Outcomes
- SIMR: To improve social-emotional outcomes for children in all 21 counties (3A,SS1)
- Approx. 22,000 children each year have an IFSP with the NJEIS
- NJEIS has 64 Early Intervention Provider agencies and 4,600 individual practitioners
- Four Regional Collaboratives with T&TA staff, family support staff, and local data managers
- Centralized Data Management System



New Jersey Part C: Theory of Action

Action Strands	If the State.....	Then providers.....	Then	Result
Data Quality	<p>...provides targeted TA to TETs based on identified errors in fidelity ...</p> <p>...develops, implements & monitors statewide procedures for obtaining exit BDIs</p>	<p>...will address individual skills that need improvement thereby improving fidelity of BDI administration</p> <p>...increase the number of exit BDIs that are completed and reported</p>	Quality of child outcome data will improve statewide	<p><i>Infants and toddlers with disabilities will substantially increase their rate of growth and development of positive social emotional skills by the time they exit the program</i></p>
Social & Emotional Development	<p>... effectively communicates; the fundamental importance of social emotional development to young children's success; and the expectation that IFSP teams should consider this developmental area.</p>	<p>...will understand the value of social and emotional development will result in increased support to families and caregivers around enhancing children's social and emotional development.</p>	IFSPs will reflect appropriate outcomes and strategies to include Social/Emotional	
Family Engagement	<p>... develops, implements and monitors a process that defines and enhance quality family engagement as a core expectation of Early Intervention.</p>	<p>...will support families to increase their capacity to help their child grow and learn.</p>	Families will be better able to support and enhance their child's overall development including social emotional	
Professional Development	<p>... enhances the Professional Development System to provide learning opportunities focused on practitioners' knowledge and skills in evidence-based practices to support young children's social and emotional development.</p>	<p>...will apply evidence-based practice when working with children and their families that enhances the child's social and emotional development and their family's capacity to enhance their development</p>		

Four Areas of Root Cause From Which Strategies and Activities Are Being Developed

Data Quality

Social and Emotional Development

Family Engagement

Professional Development

Phase Two Strategies: Data Quality

Systemic Need:

Improved Data Completeness

Strategy:

Update procedures for obtaining “exit BDIs” from families

Activities:

Collect and use data from family interviews

Establish linkages with LEAs for data sharing

Add “data completeness” measure to ongoing monitoring

Maintain DOH financial support of BDI

Resources for These Activities

State staff to create new policy & procedures

State staff to conduct monitoring

Regional family support coordinators to conduct family interviews

State PTI

Learning Management System with MCCC

CSPD budget

Phase Two Strategies: Data Quality

Systemic Need:

Improved fidelity of evaluators on BDI Personal/Social Domain

Strategy:

Provide targeted TA to evaluation teams based on identified errors in fidelity

Activities:

Establish baseline fidelity for each team/evaluator

Provide general TA on fidelity for global errors

Provide specific TA for evaluators

Resources for These Activities

Fidelity tool developed by NJEIS

BDI publishers

Learning Management System/ MCCC

Consultation with other “BDI” states

Local administrators

Regional T&TA staff

Phase Two Strategies: Professional Development

Systemic Need:

Improved understanding of social-emotional development & EBP by practitioners

Strategy:

Provide learning opportunities on social-emotional development & EBP

Activities:

Define & distribute definition of social-emotional development

Research EBPs for intervention in social-emotional

Create on-line modules that can be accessed by practitioners

Resources for These Activities

National TA resources

Regional T & TA personnel

MCCC – LMS and Curriculum Development

Montclair State University Modules

Pyramid Model

RTTT-ELC training

Phase Two Strategies: Social & Emotional Development

Systemic Need:

Systemic endorsement of the value of social-emotional development to the healthy development of infants and toddlers

Strategy:

Develop communications/messaging about social-emotional development

Activities:

Use “Did you know” email blast system

Develop printed materials for use in NJEIS

Investigate use of specific practitioners in IFSP service delivery
(e.g., social workers, teachers)

Phase Two Strategies: Family Engagement

Systemic Need:

Need for statewide use of EBP to support families' capacity to enhance their child's social-emotional development

Strategy:

Develop & implement a process that defines and enhances quality family engagement as core expectation of EI

Activities:

Work with PTI

Other specific strategies TBD

Stakeholder Input

- NJEIS expanded the Part C stakeholder group for SPP/APR
- Full-day retreat planned in July 2015 with stakeholders who will continue to provide input into the planning and implementation of Phases 2 & 3

For More Information



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