



# Moving From Theory to Action

## Nebraska





# **SSIP Interactive Institute**

**Chicago, IL; May 27-28, 2015**  
**Amy Bunnell, Part C Coordinator, NB**

# Nebraska's Part C SiMR

To increase the number and percentage  
of infants and toddlers who  
demonstrate progress in the acquisition  
and use of knowledge and skills  
(including early  
language/communication) –  
3B Summary Statement 1

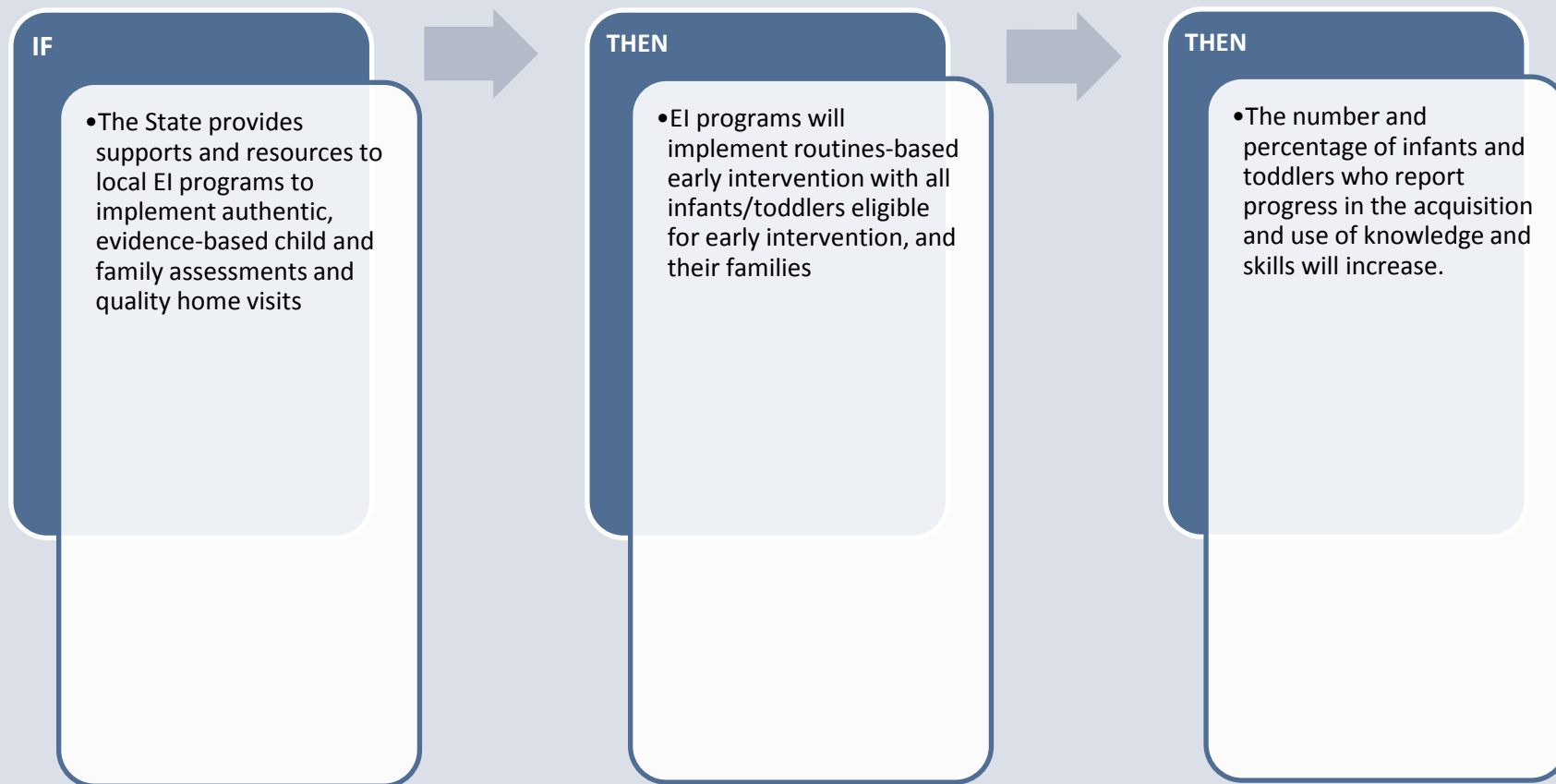
# We chose this SiMR because...

Our federal child outcome data indicated that our scores for outcome C3B were low, and

Monitoring of our IFSPs indicated

- a) Failed test items used to write IFSP outcomes rather than information gathered from ongoing child assessment within everyday learning opportunities,
- b) Lack of alignment *between* family-expressed priorities and IFSP outcome development; and
- c) Few IFSP outcomes related to priorities and needs about family resources and supports.

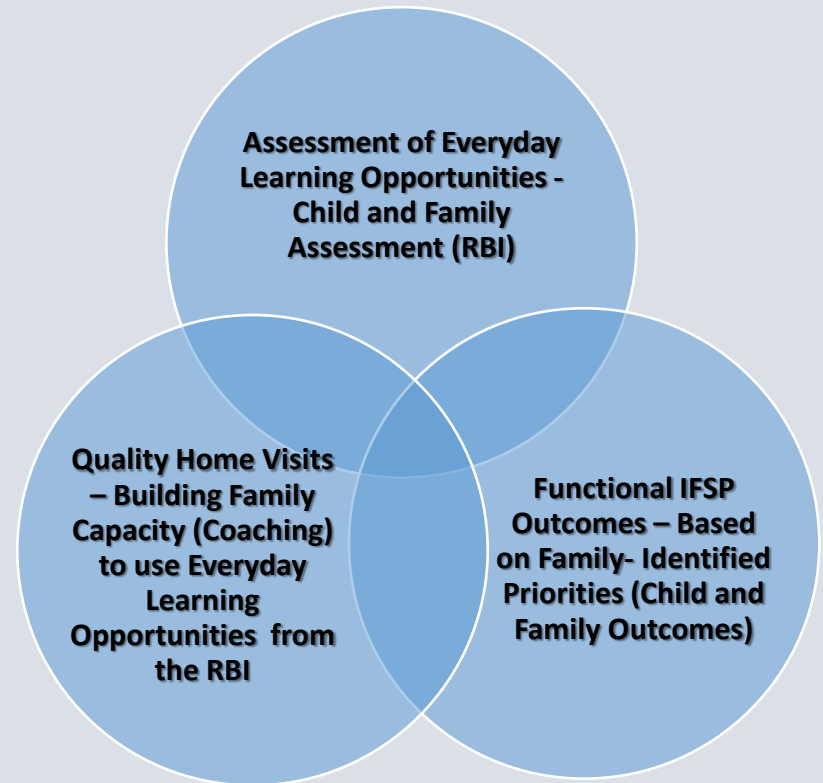
# Nebraska Part C Theory of Action



# Our 3 Coherent Improvement Strategies are:

- **Routines Based Interview (RBI)**
- **Functional child and family IFSP outcomes**
- **Quality home visits based on routines.**

A Routines-based Approach to Early Intervention.



# *Why these three?*

## *The RBI because.....*

- ❑ Meets IDEA Part C and state regulations for child and family-directed assessments;
- ❑ Based on the evidence about how young children learn;
- ❑ Structured to help families identify their priorities
- ❑ Already being used within ten (10) EI Programs in Nebraska.

# *Functional Outcomes because...*

- ☐ Product of the RBI--the RBI yields a family-chosen rank ordering of their priorities as expressed during the interview;
- ☐ Relate to specific parts of the family's day so easier for family to implement
- ☐ Provides a structure to help families express their own needs and the needs of their children.



# ***Routines-Based home visits because.....***

- ☐ Functional, meaningful outcomes guide quality-home visits.
- ☐ Inherent to quality home visits is building the family's capacity to support their child's learning
- ☐ Meaningful learning opportunities for young children are based on daily routines (RBI)

# And finally, we chose these 3 strategies because they had potential for:

- (1) systematic training and implementation with fidelity,*
- (2) replication across settings, and*
- (3) measurement of results.*

Qualities critical for successful implementation  
(Implementation Science Literature).



**That's the plan! Now  
Phase 2.....  
How to Implement?**

# We started with Infrastructure...

- State Leadership Team
  - Geographically located RBI Trainers
- Local Stakeholder Teams (already using the RBI)
  - Pilot 1 Programs
  - Pilot 2 Programs
- Proposed statewide scale up.....

# Next...“Systematic Training with Fidelity”....

- ❑ Developed a “Nebraska Team Self-Assessment” to create context for change
- ❑ Developed “Nebraska RBI Boot Camps” based on the Siskin RBI Institutes - 7 training components
- ❑ Cadre of trained coaches use McWilliam RBI implementation checklist for established level of approval
- ❑ Recommended annual fidelity checks

# Last but not least....Measurement of Results...

- ❑ **For the RBI**--Use RBI Implementation Checklists with state-established minimum requirement of 85% to become approved
- ❑ **For Functional Child/Family Outcomes**--  
Developed a “Quality Outcome Checklist”. Collecting data on total # of outcomes, # of family outcomes, and numeric score of quality
- ❑ **For Routines-Based Home Visits**—Not There Yet!  
Will base content on use of RBI to guide and establish an implementation checklist with coaches

# Fears & Hopes in Nebraska

## Infrastructure Building:

Is it enough? What more can/should we do?

Is it manageable?

Will it support improved practices, thus improved results?

## Multiple sources of data:

Is it enough? Balance the need without over-burdening the system.

Is it usable and flexible?

Will it support implementation efforts and improved results?

Old cliché holds true...building the plane while flying!

# For More Information



**Visit the IDC website**

<http://ideadata.org/>



**Follow us on Twitter**

<https://twitter.com/ideadatacenter>



This presentation was supported by a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

**Project Officers:** Richelle Davis and Meredith Miceli

