

STATE SYSTEMIC IMPROVEMENT PLAN **LOCAL IMPLEMENTATION ASSESSMENT**



The California Early Start State Systemic Improvement Plan (SSIP)

The SSIP is a federally required multi-year plan states must develop to improve results for infants and toddlers with disabilities. States must identify a measurable child result as the focus of their SSIP and report annually to the federal government on its progress in the measurable result through 2020.

Based upon input from Early Start stakeholders, California selected to focus on increasing the percentage of infants and toddlers with disabilities in California who substantially increase their rate of growth in positive social-emotional skills by the time they exit the early intervention program. Three different improvement strategies were identified to accomplish this task:

- Parent and provider education;
- Professional development; and,
- Interagency collaboration.

The Local Implementation Assessment (LIA)

The LIA template has been created to assist regional centers and their local implementation team members with planning and documenting how they will implement the SSIP at their local level.

Intended Goal

The LIA's intended goal is to help the regional center and local implementation team understand minimal implementation requirements and recommend additional implementation activities that the local team may want to consider.

Stakeholders and Partnerships in Early Start Services

Local implementation teams are not limited to the activities associated with this template and are encouraged to utilize their existing resources and partnerships to implement the SSIP. It is recommended that local implementation team members participate in

developing the LIA or that the plan be shared with local implementation team members to ensure that a systemic approach is used in implementing the plan.

Resources and Support

DDS liaisons and WestEd professionals will aid teams in completing the form or be available to provide guidance and answer questions. Each regional center is requested to submit an LIA to DDS prior to implementation of their plan.

SECTION I: REGIONAL CENTER INFORMATION

Local Implementation Team

SSIP Local Implementation Team Leader(s): Tanea Robinson

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- 1. What processes and tools are currently used by regional center and provider personnel to evaluate and assess the social/emotional development of infants and toddlers referred to Early Start?** SCLARC's Early Start intake process includes the administration of the Developmental Profile 3, which assesses all domains of child development, including social/emotional development. For those children referred to infant development programs, each program conducts their own ongoing developmental evaluations and assessments using different tools, all which include a section that captures social emotional development. Currently, SCLARC vendors do not use one tool across all programs, but the tools include the Developmental Profile 3, the Hawaii Early Learning Profile (HELP), Bayley III, Michigan, Birth to Three Checklist, and the Gesell.
- 2. Please briefly describe how your regional center currently supports children and families in the provision of services that promote social/emotional development.** Several SCLARC staff are trained in the Positive Parenting Solutions curriculum and have implemented the training with families of young children participating in Early Start and professionals serving Early Start children throughout the local community. This curriculum supports parents in understanding the root causes of negative behavior in young children, examines parent's emotional reactions to challenging behavior, and provides parents with strategies and tools that promote and utilize reflective thinking in addressing behavior. SCLARC has held 11 workshops for parents on Positive Parenting, and 5 workshops for community professionals. Several workshops are planned for both parents and professionals in the coming months.

In November of 2016, SCLARC held a training series over the course of three days with presentations tailored to three specific target audiences, Regional Center staff, parents of children birth to five, and social service providers including early childhood education and mental health programs. The conference served 41 Early Start staff, 109 community professionals, and 27 parents. Topics presented included:

1. Family Protective Factors and social emotional development
2. Building effective IFSP goals for Positive Outcomes Related to Social Emotional Development
3. Engaging Parents Through Motivational Interviewing
4. Take a Minute – Increasing Social Emotional Competency of Children Birth to Five
5. Positive Parenting Techniques - Supporting Children: Behavioral Challenges and Social Skills

Early Start Service Coordinators received specifically-designed training presentations on how to create IFSP goals related to social emotional development and on Motivational Interviewing, a consumer-centered counseling technique for facilitating and engaging with consumers and families during meetings.

Building on the success of the first trainings, SCLARC has planned two conferences for October 20, 2017 and February 1, 2018, both entitled “Positive Supports for Families & Children with Special Needs.” These free trainings are designed for service providers and community social service agency staff who work with children ages birth to three. Topics presented will include:

- Working with Families in Difficult Situations
- Overview of Social-Emotional Development and the Protective Factors
- Working with Families to increase Social-Emotional Competencies
- Supporting Children & Families: Behavioral Challenges and Social Skills
- Regional Center Eligibility and Services

The event scheduled for October 20th has 100 professionals registered out of 115 available slots, and the event for February has 58 registered out of 85 available slots. Attendees will also receive information on the SSIP, an introduction to the TAM and TAM resources, an overview of the Five Protective Factors and Positive Parenting, as well as materials from the Center on the Social Emotional Foundations in Early Learning (CSEFEL).

As part of ABX2 disparity funding, SCLARC was allocated money for two projects which also support the social emotional development of Early Start children. The first project, SPARK, provides direct parent education to Early Start parents and children, coaching parents on techniques to facilitate communication. Developed by The Hanen Centre, SPARK is a curriculum used with parents of children with language delays to use everyday interactions with their young child to make language learning a natural, ongoing process, accelerating early language acquisition. The model supports parents to take an active role in their child’s language development through the use of various techniques such as getting face to face, Observe Wait & Listen, and following their child’s lead. Additional funding through this project increased the number of community professionals trained in SPARK, providing scholarships for a train the trainers workshop for professionals from SCLARC’s Family Resource Center and Navigator Program, Early Start

vendor programs, and local Early Head Start partners. The project has so far served 35 Early Start children, with overall positive feedback from participating parents.

The second disparity project allows for SCLARC to provide professional development training to Early Start infant development program providers through a contract with USC University Center for Excellence in Developmental Disabilities at Children’s Hospital LA. A psychologist from the UCEDD will work with SCLARC’s Early Start service providers to train their staff on several topics including, typical/atypical social emotional development in young children, relationship approaches, family- centered work, importance of parent- child relationship, providing cultural responsive services, common co-morbid mental health diagnoses, and reflective practice.

SECTION II: LOCAL SSIP IMPLEMENTATION TEAM

Please describe how the regional center will recruit local partner agencies and organizations to become part of the regional center’s local implementation team.

SCLARC will work with an existing group of community partners through SCLARC’s Family Resource Center Advisory Board. The advisory board consists of partners invited from local organizations including Head Start, Early Head Start, local education agencies, social service organizations, vendors, community therapy providers, and local health insurance programs.

Please list possible local implementation team members. (Recommended partners include vendors, representatives from the local Family Resource Center, educational agencies, Head Start, First 5, parents, and others).

Proposed/Established Team Member	Organization Represented	Email Address
Nellie Olea	Human Services Association Pasitos (HSA)	nellie.olea@hsala.org
Precious Young	Compton USD	pyoung@comptonk12.ca.us
Doralee Smith	LA Co. Dept. Mental Health	DBridges@dmh.lacounty.gov
Sandra Recinos	LAUSD Low Incidence Program	sandra.recinos@lausd.net
Lia Evans	YMCA Maywood	liaevans@ymcala.org
Rita Meza	Team of Advocates for Special Kids	RitaM@taskca.org
Terry Silberman	WIC - LA BioMed/South LA Health Projects	TSilberman@SLAHP.ORG
Joseph Rivera	Los Angeles County of Education (LACOE) - Early	Rivera_Joseph@lacoed.edu

	Intervention Support Services	
Alejandra Berrio	Hope Street Family Center - EHS	Alejandra.Berrio@DignityHealth.org
Brittany Stocker	El Nido Family Centers Early Head Start	bstocker@elnidofamilycenters.org
Liliana Cervantes	Care 1 st Health Plan Resource Center	lcervantes@care1st.com
Carrie Palmer	Crystal Stairs Head Start	cpalmar@crystalstairs.org
Cari Gelfand	LAUSD Preschool Services	Carolyn.gelfand@lausd.net
Nancy Villareal	Los Angeles Education Partnership (LAEP) - EHS	nvillarreal@laep.org
Margaret Coins	LA Care Health Plan Resource Center	MCoins@lacare.org

SECTION III: INTEGRATION OF EARLY START SSIP RESOURCES & ACTIVITIES

How will your regional center integrate the following five Early Start SSIP resources to enhance your local implementation team's success?

1. Early Start Recommended Practices for Assessment of Social-Emotional Development

This resource is an evidence-based best practice document on recommended assessment practices.

Please check one or more boxes:

- Teams will review and share the recommended practices for assessment of social-emotional development with service providers/field staff.
- Teams will review and share the recommended practices and take steps to actively implement recommendations, such as:
 - Using the same assessment tool at both the child's entry into and exit from Early Start; and,
 - Using the same assessment tool to assess social-emotional development.
- Other. Please describe:

INTERAGENCY COLLABORATION

2. Resource Guide to State Initiatives

This resource guide contains evidence-based initiatives and resources that focus on social and emotional development. Teams can then identify resources and strategies of an initiative to inform practices.

Please check one or more boxes:

- Teams will identify an evidence-based initiative that focuses on social-emotional development and make the principles and resources from their identified initiative(s) available to service providers, parents, and other local Early Start community partners that will inform their practice.
- Teams will identify an evidence-based initiative that focuses on social-emotional development and facilitate active implementation of the initiative with partners.
- Teams will host events or trainings to facilitate local implementation of evidence-based practices to reinforce or build capacity in supporting social and emotional development.
- Other. Please describe:

PROFESSIONAL DEVELOPMENT

3. Training

Online training on social-emotional development is available to teams and the Early Start community. The online community of practice, made available by DDS and WestEd, will support the dissemination of information and resources and promote active discussion around implementation of evidence-based practices.

Please check one or more boxes:

Teams will join and participate, and encourage their staff to join and participate, in the online community of practice to support the dissemination of information and resources and engage in active discussions around implementation of evidence-based practices.

Teams will invite members of the broader Early Start community to participate in the online training developed by DDS and WestEd on social-emotional development.

Other. Please describe: **Working with an established network of vendor service providers and local community partners such as Early Head Start, mental health, and other social service providers, SCLARC has provided, and will continue to provide, live professional development trainings on social emotional development in children birth to three, Positive Parenting, administration of the ASQ-SE, and the Take a Minute Campaign.**

PARENT AND PROVIDER EDUCATION

4. The SSIP Provider Checklist (Provider Tips for Supporting Social-Emotional Development)

This quick reference on best practices in family-centered service provision will include helpful reminders to providers while engaging families.

Please check one or more boxes:

Teams will email the SSIP Provider Checklist to service providers/field personnel and/or make the checklist available on their website or direct them to the DDS website where it will be posted.

Teams will make the checklist available to service providers during regularly scheduled meetings.

Teams will host a local training on the use of the Provider Checklist.

Other. Please describe:

5. Take a Minute Campaign

Brochures for parents emphasize the importance of the parent-child relationship and provide practical tips to promote social-emotional development. A video is also available to explain the components of social-emotional development in a family-friendly manner.

Please check one or more boxes:

- Teams will make their staff, service coordinators, vendors and families aware of the Take a Minute resources available on the Early Start Neighborhood and DDS websites.
- Teams will encourage their staff, service coordinators, and service providers to share and review the Take a Minute resources with families as often as possible, at a minimum at intake and at each annual IFSP meeting.
- Teams will ensure that providers and service coordinators are providing families with copies of the printed Take a Minute resources.
- Teams will host a local training on the use of the Take a Minute Campaign.
- Other. Please describe: Once determined eligible, SCLARC will mail a copy of the TAM handout for parents with a family's eligibility determination letter. During the initial IFSP meeting the family will receive a folder with TAM parent information, which will be reviewed with them at that time.

Please answer the following additional questions:

How and how often will the regional center and its local implementation team members meet to share information on the progress of its implementation?

SCLARC will meet quarterly with local implementation team members to discuss implementation progress during their regularly scheduled meetings as members of the Family Resource Advisory Board.

How will the regional center and its local implementation team provide outreach to vendors, allied health professionals, parents and other members of the Early Start community in their local areas to inform them of the online Community of Practice and other SSIP resources? (i.e. newsletters, regular e-mail communications, personal contacts, regular interagency meetings, health and information fairs, other) SCLARC staff will inform partners during regularly interagency meetings, including monthly vendor service provider meetings or community network partnership meetings, about the Community of Practice and SSIP resources. In addition, SCLARC will inform approximately 170 community professionals about SSIP and TAM resources during two conferences scheduled for 10/20/17 and 2/1/2018.

What evidence-based initiative(s) will the regional center and local implementation team choose to focus on? SCLARC will focus on the Five Protective Factors and the Positive Parenting Solutions curriculum.

Please describe how your regional center and local implementation team may be able to provide or gather data related to their implementation. SCLARC staff already collect data on Positive Parenting presentations for both parents and professionals including basic demographic information and a training evaluation to gauge participant satisfaction and understanding of the topics presented.