

To: All Early Intervention contract managers and FCFC coordinators
From: Nathan DeDino
Date: July 19, 2019
Subject: Early Intervention Program Updates, #1916

MESSAGE FROM THE PART C COORDINATOR

Yesterday, Governor DeWine signed the SFY20-21 operating budget. This budget includes historic investments in programs serving children and families. Ohio's Early Intervention program received a more than 100% increase in state funding. Accompanying this communication is a memo outlining the department's plans for these investments in EI. Thank you for your continued work supporting Ohio's EI system.

I always invite your feedback. Do not hesitate to contact me at nathan.dedino@dodd.ohio.gov. I look forward to hearing from you.

PROGRAM UPDATES

SFY19 TRS Analysis (Group 1)

Activities related to the SFY19 TRS analysis are underway. Data were extracted May 22. County inquiries, including verification and missing data requests, as applicable, were sent June 4 and due back June 19. DODD is currently verifying and analyzing data. Results memos are scheduled to be sent at the end of July.

SFY19 45-Day Analysis (Group 2)

Activities related to the SFY19 45-Day analysis will begin later this month. Initial emails to notify counties regarding their inclusion in the analysis will be sent out next week. Data cleaning instructions will be provided to participating counties. The analysis will include 45-Day timelines ending between January 1, 2019 and March 31, 2019.

August LEA

The August 1 LEA quarterly report requirement is approaching. The report may be run in EIDS no earlier than July 22, 2019 and must be sent to the appropriate LEAs no later than August 1, 2019. *Please do not submit copies to DODD*, but you are encouraged to maintain copies on file.

<https://education.ohio.gov/Topics/Data/Ohio-Educational-Directory-System-OEDS>

Please remember that parent rights apply to any shared information if personally identifying details are disclosed. Only the appropriate pages of the LEA Report should be sent to each LEA.

If you have any questions about the LEA reporting process, please contact Melissa Courts at melissa.courts@dodd.ohio.gov.

Updated Verification Compliance Checklist

DODD's "Verification Compliance Checklist" has been updated to incorporate stakeholder feedback and align with new rules and forms. This tool provides EI professionals with detailed information regarding what is required for records to be considered compliant when verifying specific indicators. You can find the checklist here:

<https://ohioearlyintervention.org/monitoring>

County Contacts

With the many transitions in local leadership at the beginning of the new fiscal year, we ask that you check the Contract Manager and FCFC Contacts listed for your county on the EI website:

<https://ohioearlyintervention.org/ei-county-contacts>

If any of the information needs to be updated for your county, please contact Shakila Dixon at shakila.dixon@dodd.ohio.gov.

First Measles Case in Ohio

The Ohio Department of Health has confirmed the state's first case of measles in 2019. You can learn more about measles, their effects on child development, the measles vaccination, and this first confirmed case in the ODH press release here:

<https://odh.ohio.gov/wps/portal/gov/odh/media-center/odh-news-releases/health-director-reports-first-measles-case-in-ohio>

RESOURCES AND TRAINING OPPORTUNITIES

Mandated Reporter Training

In OAC 5123-10-04, one of the required training modules for Early Intervention Service Coordinators and Early Intervention Service Coordination Supervisors is "Mandated Reporting of Suspected Abuse and Neglect." This module is available on MyLearning under "Ohio Early Intervention Fundamentals." Upon successful completion of the module, you will receive a certificate to submit to OCCRRA for your credential. Since the module is less than an hour long, so we cannot provide CPDUs. We are working to expand this module and plan to have the new version available by the end of 2019 so that we can provide training credit.

If you have any questions, please contact Lori Myers, lori.e.myers@dodd.ohio.gov.

Regional Rule Training: Registration Now Available

Registration is open on MyLearning for our Rules Roadshow. Below is the list of dates and locations:

Coshocton County	August 14
Franklin County	August 21
Putnam County	August 28
Ross County	September 4
Butler County	September 19
Stark County	October 10
Champaign County	October 17
Cuyahoga County	October 31

To register:

- 1) Navigate to your Dashboard in MyLearning
- 2) Click the plus sign (+) next to Early Intervention In-Person Training
- 3) Click View Training Page to see the list of sessions.
- 4) Click the sign-up link next to the associated session.
- 5) Click the sign-up button.
- 6) You will see the message “you are booked” followed by the session date.

For questions, please contact Lori Myers, lori.e.myers@dodd.ohio.gov.

To: Family and Children First Council Coordinators and Early Intervention Contract Managers
From: Kim Hauck, Deputy Director, Division of Policy and Strategic Direction
Date: July 19, 2019
Re: EI General Revenue Funds

On July 18, 2019, Governor DeWine signed into law the SFY20-21 operating budget. This budget includes a historic increase in state funding for Ohio's Early Intervention (EI) system. The newly signed budget allocates \$23,236,369 to EI in fiscal year 2020 and **represents a more than 100% increase in funding**. This memo outlines the Ohio Department of Developmental Disabilities' (DODD) plans for investing these additional funds in the EI system.

Early Intervention Service Coordination, Evaluation, and Assessment

During SFY19, EI referrals increased by nearly 20% compared to SFY18 and the June 1, 2019 child count was the highest in more than four years. DODD will allocate an additional **\$3M per year** for service coordination, evaluation, and assessment to help local EI system partners contend with these increases. These funds will be distributed via the existing allocation formula that is based on referral and cumulative child count numbers from CY18.

Central Intake, Referral, and Local Outreach

The SFY20-21 operating budget completes the transition of the EI program from the Ohio Department of Health that began in 2016 by allocating funds for DODD to contract directly for statewide central intake, referral, and public awareness activities. DODD has entered into a two-year contract with Bright Beginnings in Cuyahoga County to act as the EI program's central intake and referral vendor and to conduct state and regional public awareness activities. This contract with Bright Beginnings for **\$2.3M per year** also includes funding for a yearlong pilot to explore the use of an online developmental screening tool at central intake. DODD will also continue to make available **\$1M per year** to FCFC administrative agents to conduct local outreach activities for EI.

New Eligibility Categories: Neonatal Abstinence Syndrome (NAS) and Lead Exposure

Effective July 1, children with a diagnosis of NAS or elevated blood lead levels (BLLs) became automatically eligible for EI. These new eligibility categories were added

because of the governor's commitment to supporting children early in life and with the backing of stakeholders. It will put Ohio at the forefront nationally of providing EI services to these two populations. To support local EI systems' ability to serve children with these diagnoses, DODD will allot **\$1.75M per year** to provide service coordination and assessment for these children. Based on an analysis of the available data, DODD anticipates approximately 2000 referrals a year attributable to NAS, and 1100 a year attributable to children with elevated BLLs. Of the \$1.75M per year for service coordination and assessment for these children, DODD plans to allocate \$1M for children with NAS and \$750K for children with elevated BLLs. The \$1M for children with NAS will be distributed using the existing service coordination allocation formula. Because there is a significant geographic component for lead exposure, the \$750K for children with elevated BLLs will be distributed locally based on prevalence data.

The department is also maintaining **\$2M per year** to support EI services for children with NAS and elevated BLLs and professional development for providers of EI services to these children. Additional details will be available throughout the year.

Payor of Last Resort

DODD will maintain **\$1.1M per year** to support the delivery of services through the payor of last resort to reflect the current and expected growth in EI enrollment. Some of these funds may be used to create pilots in areas of need to enable the delivery of evidence-based EI services.

Sight Centers Earmark

The General Assembly inserted an earmark of the EI funds that sets aside **\$750K per year** of the EI GRF line for "the Cleveland Sight Center, the Cincinnati Association for the Blind and Visually Impaired, and the Sight Center of Northwest Ohio to provide EI services and family support to children under the age of three years old with blindness or low vision." DODD will be working with the Office of Budget and Management to determine how these funds will be distributed to these three entities. DODD will maintain its contract with the Ohio State School for the Blind for the upcoming year to provide EI vision services.

In the coming weeks, we will provide additional details about these investments, including an updated allocation table for the EI service coordination agreements. Please contact your EI program consultant if you have any questions.

5 Steps for Brain-Building Serve and Return

from *Filming Interactions to Nurture Development (FIND)*

Child-adult relationships that are responsive and attentive—with lots of back and forth interactions—build a strong foundation in a child’s brain for all future learning and development. This is called “serve and return,” and it takes two to play! Follow these 5 steps to practice serve and return with your child.



1

Notice the serve and share the child’s focus of attention.

2

Return the serve by supporting and encouraging.

Serve and return interactions make everyday moments fun and become second nature with practice.

By taking small moments during the day to do serve and return, you build up the foundation for children’s lifelong learning, behavior, and health—and their skills for facing life’s challenges.

For more on serve and return:
tinyurl.com/serve-return

Filming Interactions to Nurture Development (FIND) is a video coaching program that aims to strengthen positive interactions between caregivers and children. FIND was developed by Dr. Phil Fisher and colleagues in Eugene, Oregon.

For more about FIND:
tinyurl.com/find-program

Is the child looking or pointing at something? Making a sound or facial expression? Moving those little arms and legs? That’s a serve. The key is to pay attention to what the child is focused on. You can’t spend all your time doing this, so look for small opportunities throughout the day—like while you’re getting them dressed or waiting in line at the store.

WHY? *By noticing serves, you’ll learn a lot about children’s abilities, interests, and needs. You’ll encourage them to explore and you’ll strengthen the bond between you.*

You can offer children comfort with a hug and gentle words, help them, play with them, or acknowledge them. You can make a sound or facial expression—like saying, “I see!” or smiling and nodding to let a child know you’re noticing the same thing. Or you can pick up an object a child is pointing to and bring it closer.

WHY? *Supporting and encouraging rewards a child’s interests and curiosity. Never getting a return can actually be stressful for a child. When you return a serve, children know that their thoughts and feelings are heard and understood.*

5 Steps for Brain-Building Serve and Return

from *Filming Interactions to Nurture Development (FIND)*

Did you know that building a child's developing brain can be as simple as playing a game of peek-a-boo?



3

Give it a name!

When you return a serve by naming what a child is seeing, doing, or feeling, you make important language connections in their brain, even before the child can talk or understand your words. You can name anything—a person, a thing, an action, a feeling, or a combination. If a child points to their feet, you can also point to them and say, “Yes, those are your feet!”

WHY? When you name what children are focused on, you help them understand the world around them and know what to expect. Naming also gives children words to use and lets them know you care.



4

Take turns...and wait. Keep the interaction going back and forth.

Every time you return a serve, give the child a chance to respond. Taking turns can be quick (from the child to you and back again) or go on for many turns. Waiting is crucial. Children need time to form their responses, especially when they're learning so many things at once. Waiting helps keep the turns going.

WHY? Taking turns helps children learn self-control and how to get along with others. By waiting, you give children time to develop their own ideas and build their confidence and independence. Waiting also helps you understand their needs.



5

Practice endings and beginnings.

Children signal when they're done or ready to move on to a new activity. They might let go of a toy, pick up a new one, or turn to look at something else. Or they may walk away, start to fuss, or say, “All done!” When you share a child's focus, you'll notice when they're ready to end the activity and begin something new.

WHY? When you can find moments for children to take the lead, you support them in exploring their world—and make more serve and return interactions possible.

Research Opportunity

for

EARLY INTERVENTIONISTS



We are looking for

EARLY INTERVENTIONISTS WORKING WITH FAMILIES OF CHILDREN WITH SOCIAL COMMUNICATION DELAYS

Researchers at The University of Alabama are looking for early interventionists and families of young children with or at risk for autism spectrum disorder (ASD) (i.e., social communication delays) to participate in a study. The study will look at the current state of practices in early intervention and the use of technology to coach early interventionists from a distance. Early interventionists will receive **\$10 for Part 1 participation** and an **additional \$20 for Part 2 participation** as a thank you.

CRITERIA FOR PARTICIPATION:

- ✓ Early interventionists must provide intervention services to children and families through Part C (e.g., special instructors, SLPs, PTs, OTs).
- ✓ Early interventionists must have at least one child with or at risk for ASD on their caseloads.

Early interventionists and families can choose to participate in **PART 1 ONLY** or **PART 1 + PART 2**

PART 1:

Early interventionists will complete an online questionnaire about their early intervention home visits and video-record a home visit with the participating family.

PART 2:

Early interventionists will participate in collaborative coaching from a distance using remote technology. Early interventionists will be randomly assigned to one of two groups:

In-the-moment feedback during home visits or after-the fact feedback between home visits

Early interventionists will participate in the following:

- Participate in a 1-hour online workshop
- Participate in video-recorded, 1-hour home visits with their identified family over 6 home visits (2 visits/month) paired with 6 telecoaching sessions (during or between visits) using technology provided by the research team

If you have questions or are interested in participating in the study, please contact Kimberly Tomeny:

krtomeny@crimson.ua.edu or 205-826-3113

UA IRB Approved Document

Approval date: 4/17/19

Expiration date: 10/17/19

Telecoaching Project

We put together this information sheet in response to questions about the project. If you have any additional questions, please contact Kimberly Tomeny (krtomeny@crimson.ua.edu or 205-826-3113). Thank you!

The main purpose of the telecoaching is to **compare the two different methods** (bug-in-ear vs. video review) and see how technology can be used in early intervention within the community. Participants will be randomly assigned to one of two groups: **bug-in-ear during home visits** or **video review between home visits**. Much of the time dedicated to this project includes the EI provider's regularly scheduled home visits with the family.

We encourage EI providers at **any stage of their careers** to participate. Our hope is that a program like this could eventually be used in the future with new professionals in the field, but we need folks at all stages of their careers to participate to help us understand how this program works in the community.

In a nutshell, the telecoaching is a **very collaborative process** between the EI provider and UA coach, where they work together to identify ways to *continue* to support the family and child (building upon what's already working well). As you know, working with young children with or at risk for ASD can be tricky at times, so this project is intended to promote collaborative brainstorming among the family, EI provider, and UA coach to support the child and family in those everyday moments. All of the coaching between the EI provider and UA coach is done from a distance using remote technology (provided by UA).

To the very best of our ability, the telecoaching sessions are **scheduled around the EI provider's schedule** to make it as easy as possible.

The **videos stay within the UA research team** and are not shared with anyone outside of the UA research team (unless participants specifically indicate on the consent form that they'd like for their videos to be used for purposes outside of research).

For this project, the EI provider identifies **one family on their caseload** (child with an ASD diagnosis OR considered at risk due to red flags or social communication concerns) who would also like to participate with them. Thus, everything is related to that specific family (i.e., home visits, telecoaching, questionnaires, etc.). EI providers will contact Kimberly Tomeny first to discuss details of the project and how to identify potential families, then move forward contacting potential families.

This is a two-part project where Part C EI providers (special instructors, SLPs, PTs, OTs) can choose their level of participation. EI providers can participate **in Part 1 only OR in both Part 1 and Part 2**. You'll see that Part 1 is much less of a time commitment, so if EI providers are open to participating in that piece but not the full telecoaching study, that is an option.

Professionals will receive a **\$10 gift card** for participation in Part 1 and an **additional \$20** for Part 2.

Families will receive a **\$5 gift card** for participation in Part 1 and an **additional \$10** for Part 2.

PART 1 ONLY	PART 1 + PART 2
<ul style="list-style-type: none">• Complete an online questionnaire (about 30 minutes)• Videotape one home visit	<p><i>Items listed to the left from Part 1 plus...</i></p> <ul style="list-style-type: none">• Participate in a 45-minute pre-recorded webinar at a time of your choosing• Participate in 6 home visits / telecoaching sessions (2 per month)• Videotape one final home visit• Complete an online questionnaire (about 10-15 minutes)

EI providers interested in participating can contact Kimberly Tomeny for more information.

(krtomeny@crimson.ua.edu or 205-826-3113)