

Ohio EI Phase II SSIP Summary

SIMR: Substantially increase the rate of growth in the percent of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills

Background – About the SSIP

The SSIP is a comprehensive, ambitious, yet achievable, multi-year plan for improving the results for infants and toddlers with disabilities and their families. The SSIP includes three separate phases, as described below.

Phase I – Analysis (complete)

Submitted to OSEP April 1, 2015

- Data analysis
 - Analysis of state infrastructure to support improvement and build capacity
 - State-identified measurable result(s) for infants and toddlers with disabilities and their families
 - Selection of coherent improvement strategies
 - Theory of Action
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Phase II – Planning (complete)

Submitted to OSEP on March 30, 2016

- Infrastructure development
- Supports for programs in implementing evidence-based practices
- Evaluation

Coherent Improvement Strategies

Though all of the concepts that formed the improvement strategies identified in Phase I are vital to improving acquisition and use of knowledge and skills for children in Early Intervention, several overlapping concepts and common themes among the different strands clearly emerged throughout the Phase II work. To streamline efforts, align with these common themes, and specifically address the root causes identified in Phase I, the improvement strategies were reorganized. The intent of the original strategies is still intact, and concepts from all five are interwoven among the three newly-developed improvement strategies that will guide Ohio's SSIP work going forward:

- Increase the quality of child and family assessments to develop meaningful initial and exit COS statements
- Improve the quality of IFSP outcomes to address family priorities related to child's acquisition and use of knowledge and skills
- Increase access to and delivery of needed evidence-based services

See the realigned Theory of Action (Appendix A) as well as the following page for a comprehensive overview of the outcomes Ohio hopes to achieve over the next several years. Short-term outcomes are expected to be completed by June 2017, intermediate outcomes by June 2019, and long-term outcomes by June 2021.

Increase the quality of child and family assessments to develop meaningful initial and exit COS statements

- A. Local programs and families have increased access to resources, trainings, and data related to the assessment process and COS **(Short-Term)**
- B. Assessment teams conduct more thorough and functional child and family assessments to better identify the child's level of functioning and families have an increased understanding of how to support their child's development in the area of acquisition and use of knowledge and skills **(Intermediate)**
- C. There is an increase in the percentage of infants and toddlers exiting Early Intervention who demonstrate improved acquisition and use of knowledge and skills **(Long-Term: SIMR)**

Improve the Quality of IFSP outcomes to address family priorities related to child's acquisition and use of knowledge and skills

- A. Parents have increased access to resources about their role in the team development of quality, individualized IFSP outcomes addressing child acquisition and use of knowledge and skills **(Short-Term)**
- B. EI practitioners have increased access to resources, trainings, and data related to developing quality, individualized outcomes addressing family priorities around child acquisition and use of knowledge and skills **(Short-Term)**
- C. IFSP outcomes are of higher quality, and better individualized to meet the family-identified priorities that address acquisition and use of knowledge and skills **(Intermediate)**
- D. There is an increase in the percentage of infants and toddlers exiting Early Intervention who demonstrate improved acquisition and use of knowledge and skills **(Long-Term: SIMR)**

Increase access to and delivery of needed evidence-based services

- A. Gaps in EI service availability and reasons for the gaps are better identified **(Short-Term)**
- B. EI practitioners have increased access to resources, trainings, and data about delivery of quality, evidence-based interventions to address family priorities around child acquisition and use of knowledge and skills **(Short-Term)**
- C. Gaps in services that impact acquisition and use of knowledge and skills are reduced, thus families have increased access to needed evidence-based EI services **(Intermediate)**
- D. Practitioners better utilize evidence-based interventions that promote child engagement and independence and families have increased confidence in their ability to support the child's development related to acquisition and use of knowledge and skills **(Intermediate)**
- E. There is an increase in the percentage of infants and toddlers exiting Early Intervention who demonstrate improved acquisition and use of knowledge and skills **(Long-Term: SIMR)**

Phase III — Implementation and Evaluation

Due to OSEP in April 2017 – Feb. 2020

Appendix A - Ohio Phase II SSIP Theory of Action (Realigned)

SIMR: Substantially increase rate of growth for infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills

Strands of Action	If Ohio's Part C program ...	Then local programs and providers...	Then families...	Then ...
<p>Quality of Child and Family Assessments</p>	<p>Identifies strengths and weaknesses within the child and family assessment process, including the extent to which assessment information informs child outcome statements about the child's acquisition and use of knowledge and skills and develops or updates professional development materials to address identified areas of difficulty...</p>	<p>...Will conduct thorough, functional child and family assessments that identify family priorities related to acquisition and use of knowledge and skills; Will accurately and thoroughly record Child Outcomes Summary information...</p>	<p>...Will be involved as part of the team during the child and family assessment and have a thorough understanding of their child's strengths, needs, and overall functioning in regard to acquiring and using knowledge and skills...</p>	
<p>Quality of IFSP Outcomes</p>	<p>Analyzes the extent to which IFSP outcomes are functional, family-directed, based on child and family assessments, and address family-identified needs related to acquisition and use of knowledge and skills and develops resources and trainings to emphasize aspects of quality outcomes and address areas of weakness...</p>	<p>...Will develop activity and routine-based IFSP outcomes which address family priorities identified in the child and family assessment process that impact acquisition and use of knowledge and skills...</p>	<p>...Will be fully engaged in development of IFSP outcomes to address the priorities they identify regarding acquisition and use of knowledge and skills...</p>	<p>...The percent of children who demonstrate improved acquisition and use of knowledge and skills among children receiving Part C services will increase.</p>
<p>Access to and Delivery of Needed Services</p>	<p>Identifies gaps in needed services , maximizes resources available to fund these services, and develops resources and trainings for delivering quality, evidence-based interventions to address outcomes related to acquisition and use of knowledge and skills...</p>	<p>...Will have access to all needed services and ensure delivery of quality services that address the outcomes related to acquisition and use of knowledge and skills identified by the entire IFSP team, including the family...</p>	<p>...Will have improved confidence and competence and an increased ability to address acquisition and use of knowledge and skills to help the child develop and learn...</p>	
	Short-Term	Intermediate		Long-Term