

Achieving and
Documenting
Early
Intervention
Outcomes

Your Facilitators

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Learning Objectives

1

Discuss the advantages of and challenges to integrating early intervention into the responsibilities of EHDI Coordinators

2

Identify various developmental assessments to document outcomes for children enrolled in early intervention

3

Identify ways in which developmental outcome data can be documented in a state's EHDI database and any barriers to accomplishing this

E_{HDI} (per the JCIH)

- Timely and coordinated entry into EI Programs
- Data management system
- Timely access to service coordinators who have specialized knowledge and skills
- EI Providers who have the professional qualifications and core knowledge and skills
- Culturally diverse backgrounds and/or from Non–English-Speaking homes: same quality and quantity of information given to families from the majority culture
- Progress monitored every 6 months
- Standardized, norm-referenced developmental evaluations for: Language, the modality of communication, social-emotional, cognitive, and fine and gross motor skills
- Fidelity in the implementation of the intervention

How do you
prioritize these
issues in your
state?



Documenting Developmental Outcomes

COLLECTING INFORMATION

- **Generic**
 - Part C
 - Non-Part C
- **DHH Specific**
 - CO's FAMILY Assessment
 - The ODDACE Project (CDC)
 - Idaho's Project
- **Other avenues to collect data**

ENTERING/ANALYZING DATA

- NBHS Database (HIDS in CO)
- Part C
- Individual early interventionists' child development data

Which of these
activities is part
of your
program?



How can one create substantive communication between Part C (& non-Part C) early intervention services and EHDI programs?



Some Examples

- **Programmatic Utility:** The Outcomes & Developmental Data Assistance Center for EHDI (ODDACE) Project (Allison Sedey)
- **Clinical & Programmatic Utility:** Idaho's Project (Brian Shakespeare)



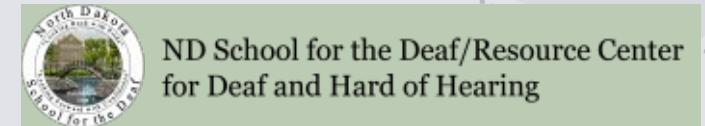
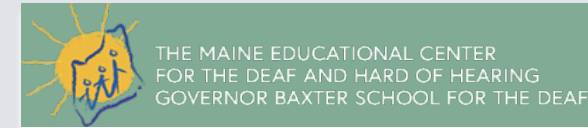
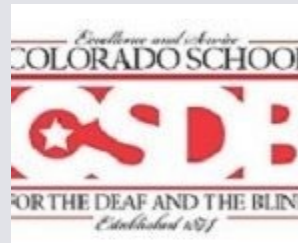
- ♦ Funded by the CDC via a cooperative agreement “CDC-RFA-DD20-2005, NCBDDD Outcomes and Developmental Data Assistance Center for EHDI (ODDACE) Programs”

Responding to JCIH Recommendations

Partnering with Early Intervention programs across the United States to...

- Collect developmental outcomes using standardized, norm-referenced assessments
- Monitor child progress every 6 months

Partnering Programs

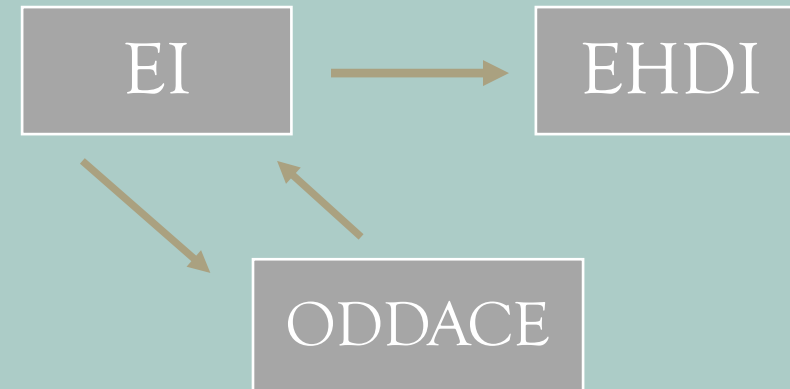


Adding Developmental Outcomes to the EHDI Database: Possible Pathways

Family signs Release of Information



Data Sharing Agreement between EI and EHCI



CO Health Informatics Data System (HIDS): Newborn Hearing Program

Language outcome successfully edited.

Language Outcomes

View	DAYC-2	MacArthur	Date Updated	Updated By
View	6/15/2022	6/1/2022	2/21/2023 2:39:00 PM	allison.sedey@colorado.edu
View	11/23/2022	11/28/2022	2/21/2023 2:46:00 PM	allison.sedey@colorado.edu

[Add Language Outcomes](#)

Language Outcomes

Additional disabilities thought to impact speech/language development

Yes No Unknown

Developmental Assessment of Young Children (DAYC-2)

Date Completed: 11/23/2022

Chronological Age (months): 21.0

Scoring

Category	Cognitive	Communication	Social-Emotional	Physical	Adaptive	Receptive Language	Expressive Language	Gross Motor	Fine Motor	General Development
Age (Months) (Range 0.5 - 72.0)	20.0	18.0	23.0	17.0	18.0	16.0	20.0	15.0	19.0	
Percentile (Range 0.05 - 99.95)	43.00	32.00	70.00	25.00	30.00	19.00	46.00	10.00	36.00	39.00

MacArthur CDI: Words Produced

English Form Spanish Form

Date Completed: 11/28/2022

Chronological Age (months): 21.0

Words and Gestures

Percentile (Range: 4.0 - 99.5) 32.00

NA - child not within test norms

Developmental Quotient

Expressive Vocabulary (Months): (Range 7.0 - 38.0) 18.0

NA - child not within test norms

Quotient: 86

Notes

Cancel

Delete

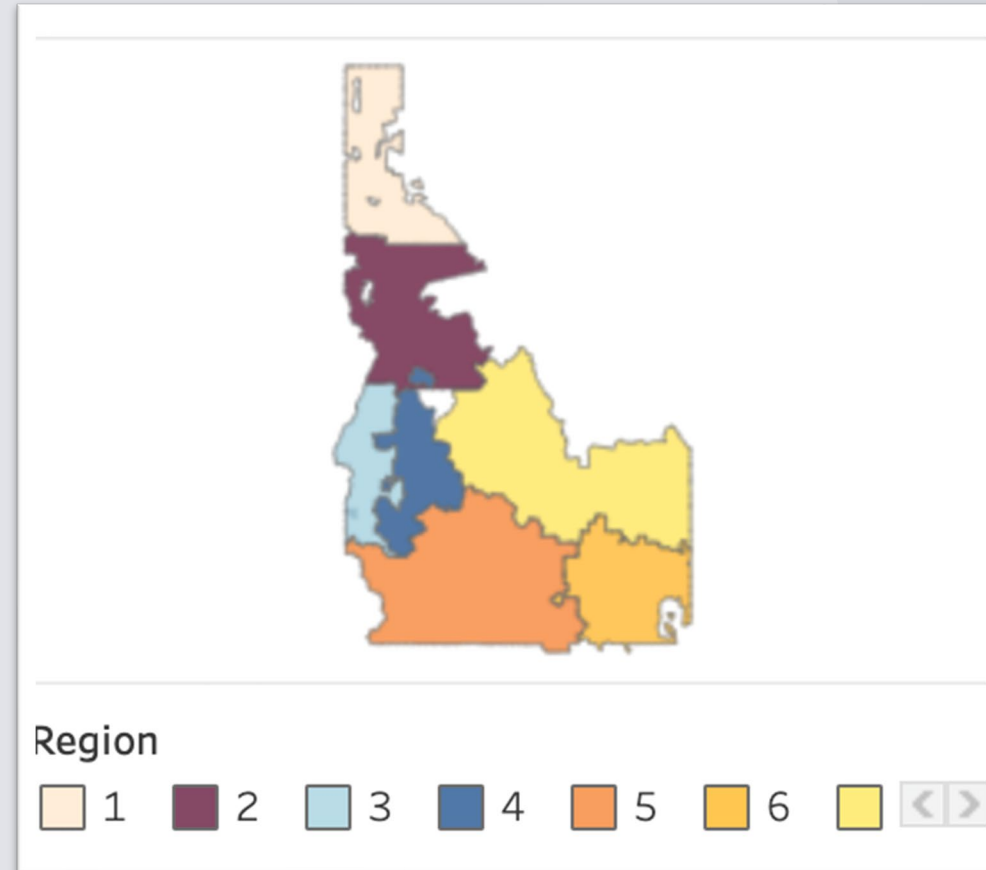
Save Language Outcomes

Data visualization to increase transparency of child outcomes in statewide EHDI system

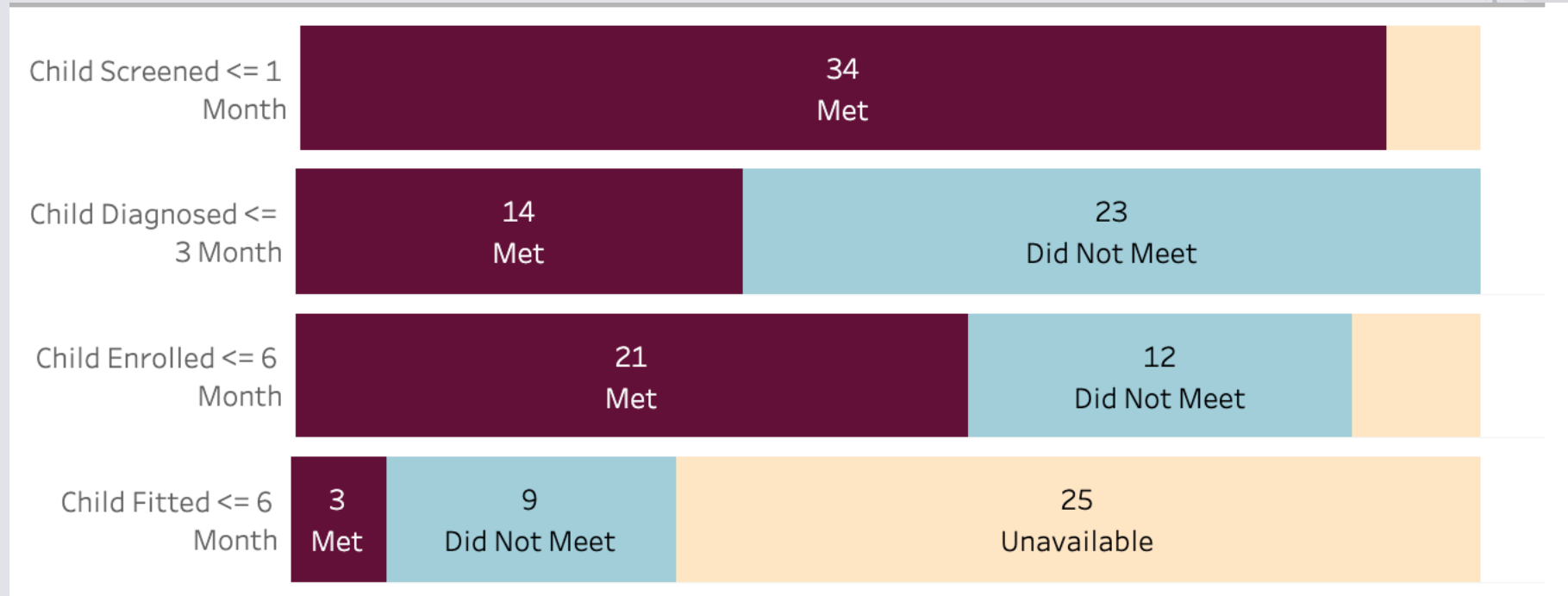
Brian Shakespeare, Idaho Sound Beginnings

Kristina Blaiser, Idaho State University

Regional Analysis
allows to decipher
trends from region-
to-region



Opportunities for statewide tracking



Dropdowns add ability to look at specific 1-3-6 goals & years related to outcomes

Selected Goal Marker

- Enrollment Goal of <6 Months ▼
- Screening Goal of <1 Month
- Diagnosis Goal of <3 Months
- Enrollment Goal of <6 Months
- Fit Goal of <6 Months

Select year

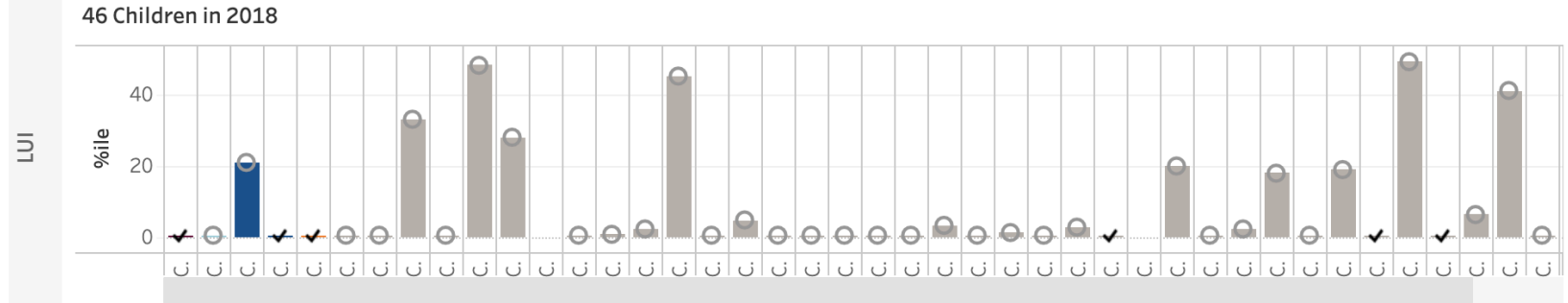
- 2018 ▼
- 2016
- 2017
- 2018
- 2019
- 2020
- 2021

2023: adding “presence of additional disability”

Compare statewide and regional strengths/opportunities

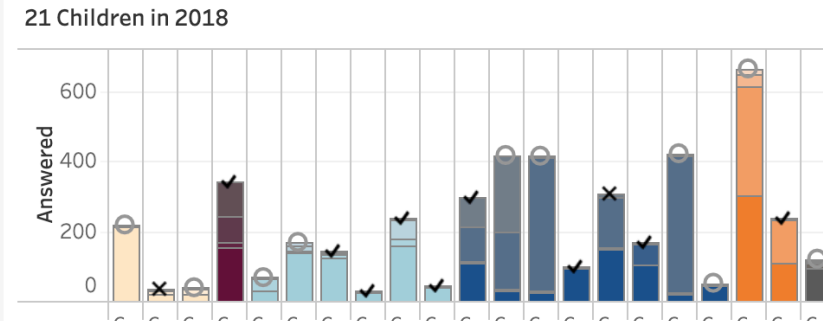
Language Complexity

COMPLEX LANGUAGE



Simple Vocabulary

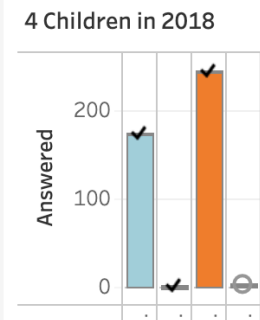
WORDS & GESTURES



Combinations

VOCABULARY

WORDS & SENTENCES



change to %ile rank

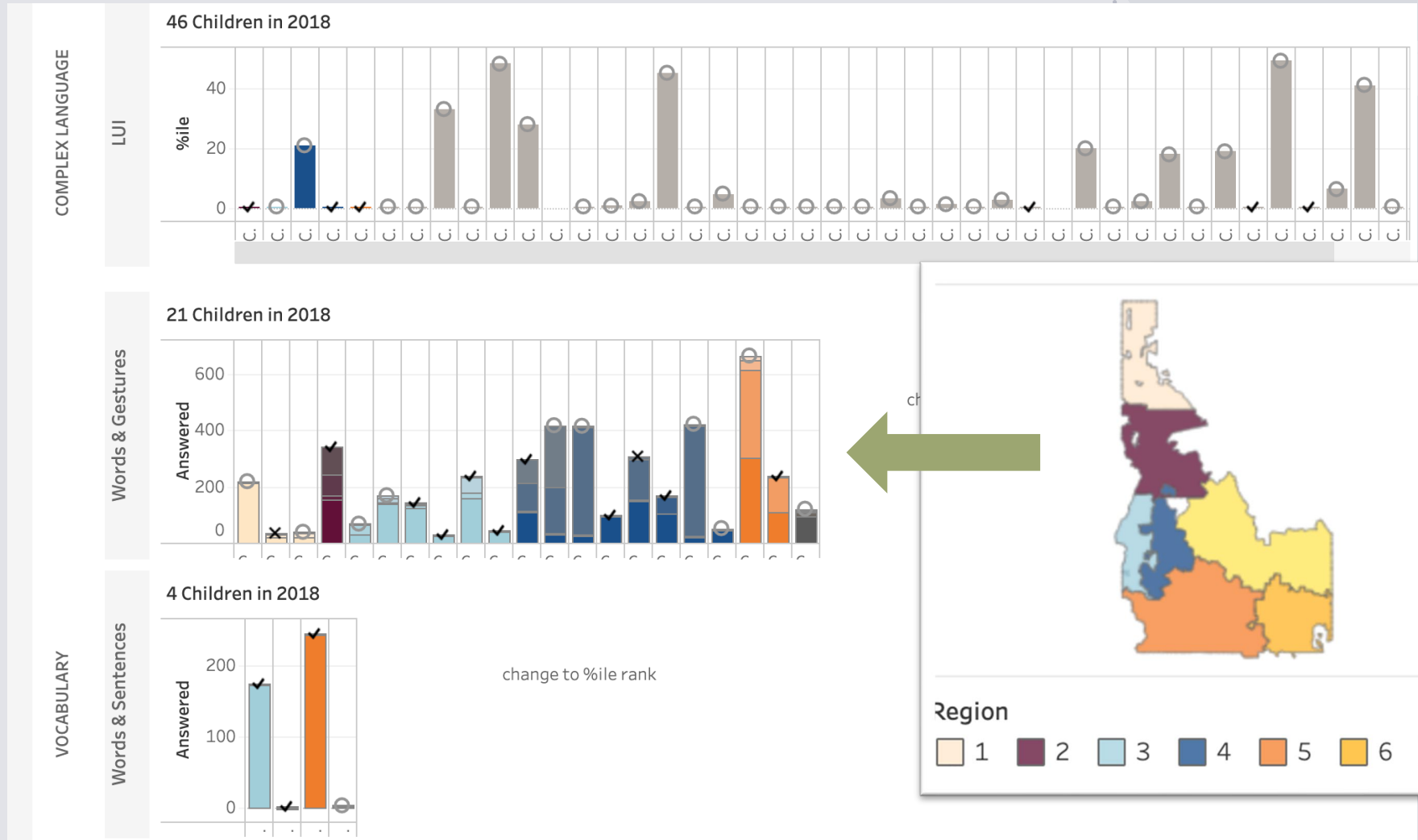
2023: Moving all to “percentile rank” to better compare outcomes across domains and assessments

Colors correlate to region

Language Complexity

Simple Vocabulary

Combinations



How do the child's EI outcomes correlate with 1-3-6 guidelines? How are outcomes documented in the NBHS database? (Brian)



Must we establish
data sharing
agreements between
Part C and EHDI
programs?



Do these assessment activities reside at the State and/or Federal level(s)?

