

Data Sharing of Early Intervention Outcomes: A model for change

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Disclosure

- This project was supported by
 - The Oberkotter Foundation
 - Idaho Sound Beginnings, subgrant from HRSA

Challenges with the current EHDI System

Challenges

Different assessments given throughout the state

Professionals unfamiliar with how to interpret
incorporate into planning

Assessment results not linked to early intervention
timelines/goals

Challenges with systems change

Opportunities with the collaborative assessment project

Challenges	Opportunities
Different assessments given throughout the state	Systematize assessment protocol based on needs of children who are DHH
Professionals unfamiliar with how to interpret incorporate into planning	Visualizations inherent to sharing of outcomes
Assessment results not linked to early intervention timelines/goals	Creating/supporting systems for seamless sharing of data
Challenges with systems change	Ability to look at outcomes as a system, allocate funding, direct efforts

Identifying measures to address outcomes

Outcome	Measure
Child language (content)	MacArthur Bates Communication Development Inventory
Child language (use)	Language Use Inventory
Child hearing skill development	LittlEars
Child hearing technology use	Audiology reports
Family Support	Family Outcomes Survey

How we do this:

- With permission from publishers, assessments are administered online in a “survey” format
- Survey links sent to families in an instruction document
- When a family completes the survey, the information is then converted to a visualized assessment
- Aggregate results are collected across the state to examine strengths and needs
- Opportunity for collaboration- data sharing with newborn hearing screening, linking early intervention outcomes with JCIH timelines

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1b) Demographics form: To be completed by all families with your provider.

https://isu.co1.qualtrics.com/jfe/form/SV_51masxdljWXm2pv

This helps us to ensure that we have current/accurate and up-to-date information about all of the families participating in the ICAP project. This should take 5-10 minutes. This will be completed with your provider.

2) Family Outcomes

https://isu.co1.qualtrics.com/jfe/form/SV_eeBUtABK4eMiQG9

There will be questions asking you to rate levels of support that you have experienced in early intervention and your knowledge about how to support your child. This is important so that we can better understand how to share information and create resources for you and your family.

3A) MacArthur-Bates Words and Gestures*

For girls who say/sign 0 to 69 different words; for boys who say/sign 0 to 49 different words.

https://isu.co1.qualtrics.com/jfe/form/SV_5nlnmSFFOXyh9j


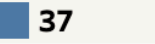



















We understand that there may be some words that your child says, some words that your child signs, and some words that your child says and signs. There are three subsections for each section- sign, spoken, and sign and spoken. This will give you a chance to share what your child is doing for each word.

Words & Gestures Summary for LOVI1119

WG Age in Months

placeholder for text describing the WG

30

Modality		Detailed Analysis of Responses		
Understands	 179	Question ID (group) (types)	Question ID (group)	
Understands and Says	 37	Descriptive Words	Descriptive Words	 11
Understands and Signs	1	Games and Routines	Games and Routines	 19
Understands, Says and Signs	0	Animals	Animal Names (Real or Toy)	 9
			Body Parts	 15
			Clothing	 9
			Food and Drink	 20
			Furniture & Rooms	 14
			Outside Things & Places to Go	 7
			Small Household Items	 15
			Toys	 3
			Vehicles (Real or Toy)	 2
		People	People	 7
		Phrases	Phrases	 22
		Prepositions and Locations	Prepositions and Locations	 2
		Pronouns	Pronouns	 2
		Quantifiers	Quantifiers	 2
		Question Words	Question Words	0
		Sound Effects & Animal Sounds	Sound Effects & Animal Sounds	 9
		Verbs	Action Words	 15
		Words About Time	Words About Time	 4

Overall Score of Responses

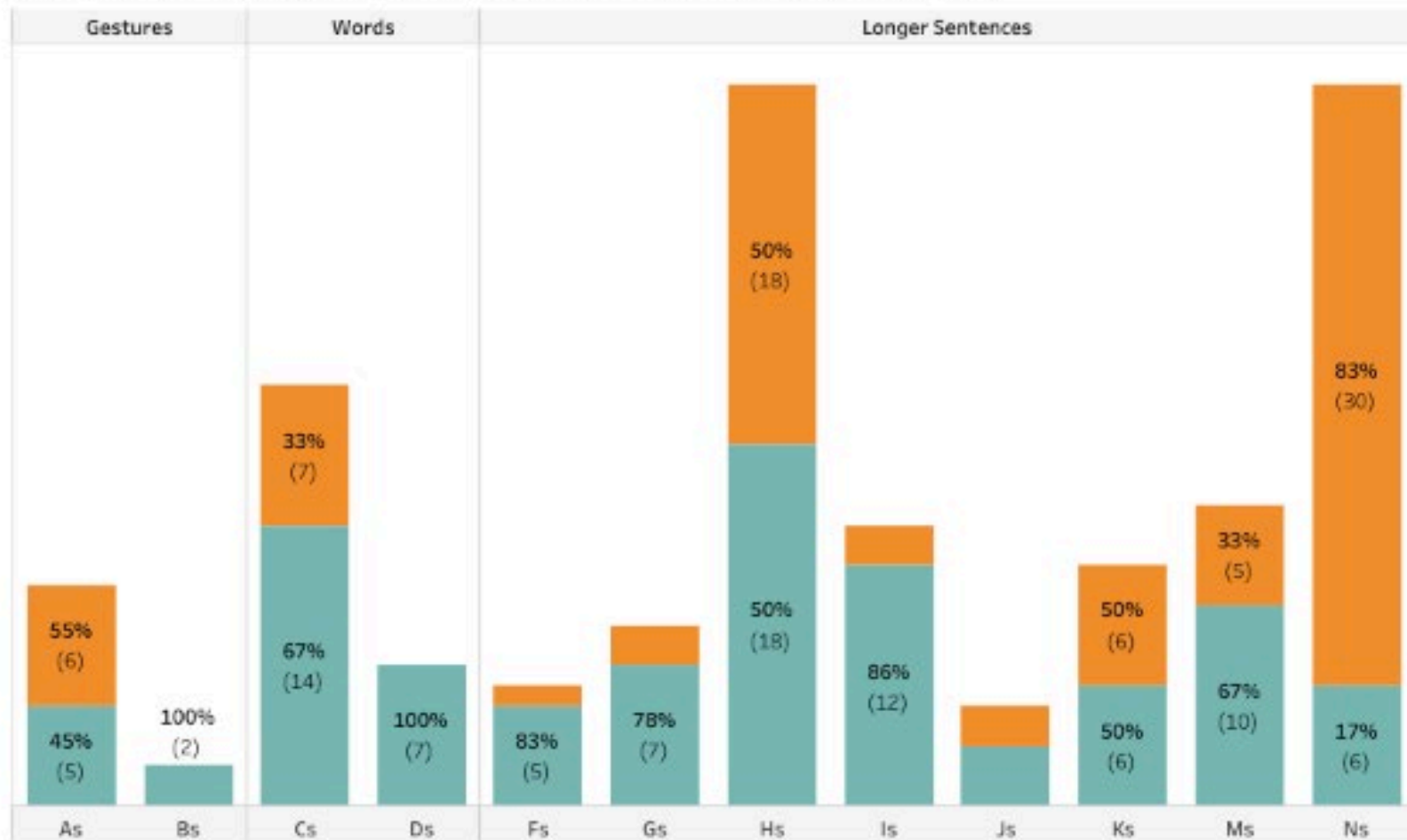
Total LUI Percentile	Total LUI Score
< 1	88

Overall Percentiles Per Parts

Part 1 Percentile	Part 2 Percentile	Part 3 Percentile
37%ile	2	1



placeholder for text explaining Gestures/Words/Longer Sentences grouping and what As, Bs, etc mean



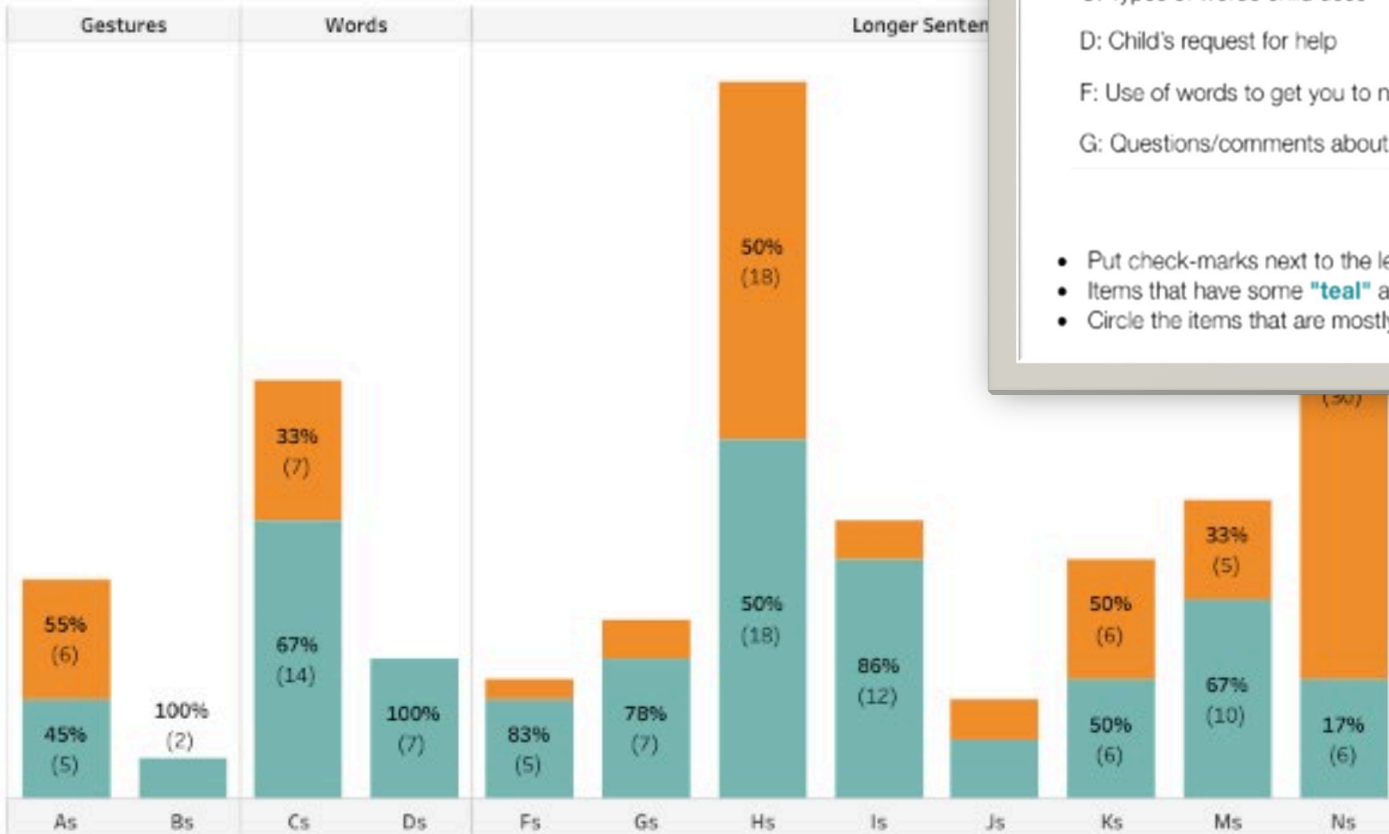
Overall Score of Responses

Total LUI Percentile	Total LUI Score
< 1	88

Overall Percentiles Per Parts

Part 1 Percentile	Part 2 Percentile
37%ile	2

placeholder for text explaining Gestures/Words/Longer Sentences grouping and what As, Bs, etc mean



- A: Use of gestures to ask for something
- B: Use of gestures to get you notice
- C: Types of words child uses
- D: Child's request for help
- F: Use of words to get you to notice
- G: Questions/comments about things
- H: Questions/comments about self/others
- I: Use of words in activities with others
- J: Teasing and sense of humor
- K: Interest in words and language
- M: How they Adapt in conversation to others
- N: How they are building longer sentences/stories

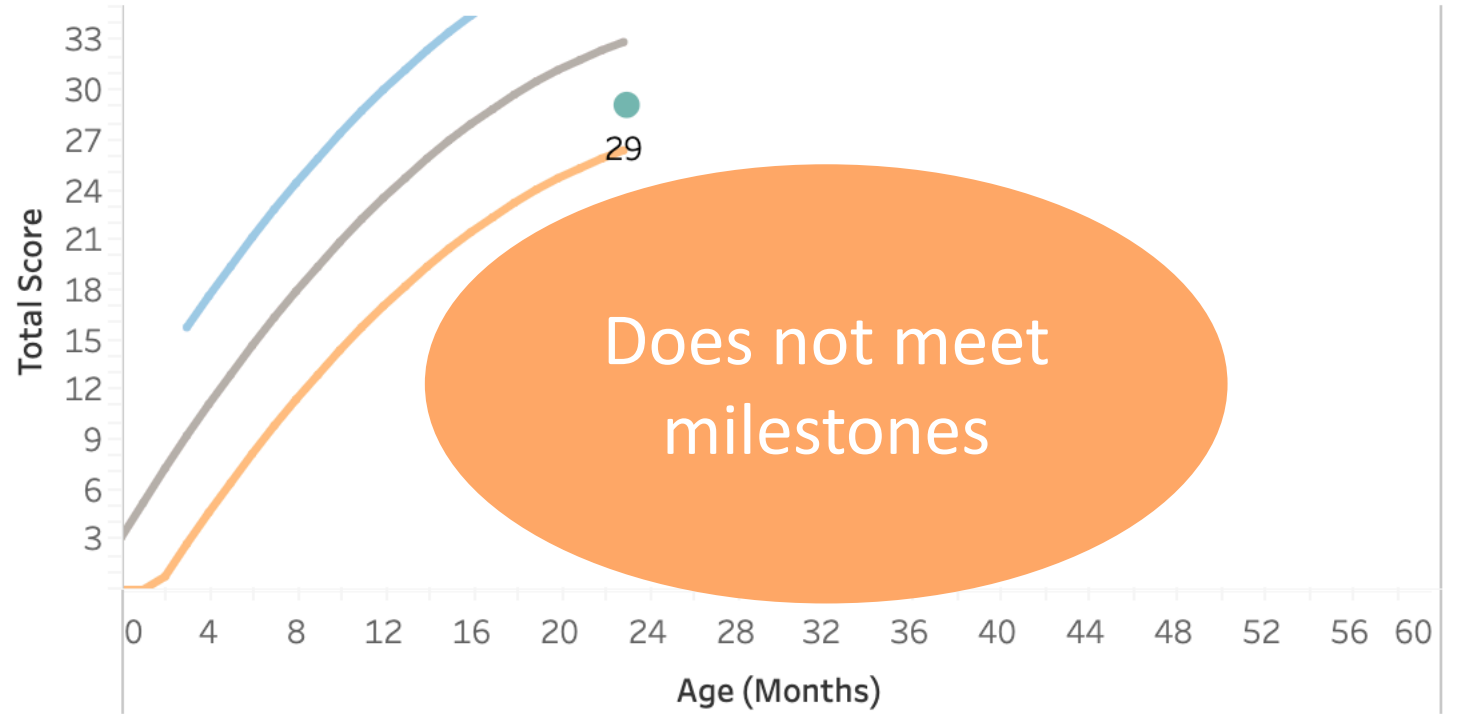
Helpful Note:

- Put check-marks next to the letters that are mostly "teal", these are skills your has the most strength in.
- Items that have some "teal" are skills your child is developing and might be good places to start practicing.
- Circle the items that are mostly "orange" these are some potential goals for intervention

Overall Response



Little Ears Score by Age in Months



<p>25. Does your child imitate sounds or words you say? \n Example "Say: woof woof"; "Say: c-a-r"</p>	<p>26. Does your child produce the right sound to a toy? \n Example: "Vurrm" with car, "moo" with cow.</p>	<p>27. Does your child know that certain sounds go with certain animals? \n Example: Woof woof = dog; meow= cat; cock-a-doo..</p>	<p>28. Does your child imitate environmental sounds? \n Example: Animal sounds, sounds of household appliances, police car siren.</p>	<p>29. Does your child correctly repeat a sequence of short and long syllables you have said? \n Example: "La-la-laaa"</p>	<p>30. Does your child select the right object from a number of objects when asked? Example: You are playing with toy animals and ask for the ..</p>
<p>31. Does your child try to sing along when hearing a song? \n Example: Nursery rhymes</p>	<p>32. Does your child repeat certain words when asked? \n Example: "Say 'Bye-Bye' to grandma"</p>	<p>33. Does your child like being read to? \n Example: From book or picture book</p>	<p>34. Does your child follow complex commands? \n Example: "Take off your shoes and come here."</p>	<p>35. Does your child try to sing along with familiar songs? \n Example: Lullaby</p>	

Teal: Child has the skill

Orange: Child does not yet have the skill

Questions to ask yourself related to auditory skill development:

Is my child wearing hearing technology all waking hours?

Is the hearing technology working?

Do I create a good listening environment at home?

Do I know how to support listening?

How long since I have seen the audiologist?

Action Plan

Completely**16****Extremely helpful****9****Very helpful****7****Almost****4****Somewhat****4****Outcome 1: Understanding your child's strengths, needs, & abilities**

1. We know the next steps for our child's growth and learning.	Q11_1: Somewhat
2. We understand our child's strengths and abilities.	Q11_2: Almost
3. We understand our child's delays and/or needs.	Q11_3: Almost
4. We are able to tell when our child is making progress.	Q11_4: Almost

Outcome 2: Knowing your rights and advocating for your child

1. We are able to find and use the services and programs available to us.	Q3_1: Completely
2. We know our rights related to our child's special needs.	Q3_2: Somewhat
3. We know who to contact and what to do when we have questions or concerns.	Q3_3: Completely
4. We know what options are available when our child leaves the program.	Q3_4: Somewhat
5. We are comfortable asking for services & supports that our child and family need.	Q3_5: Completely

Outcome 3: Helping your child develop and learn

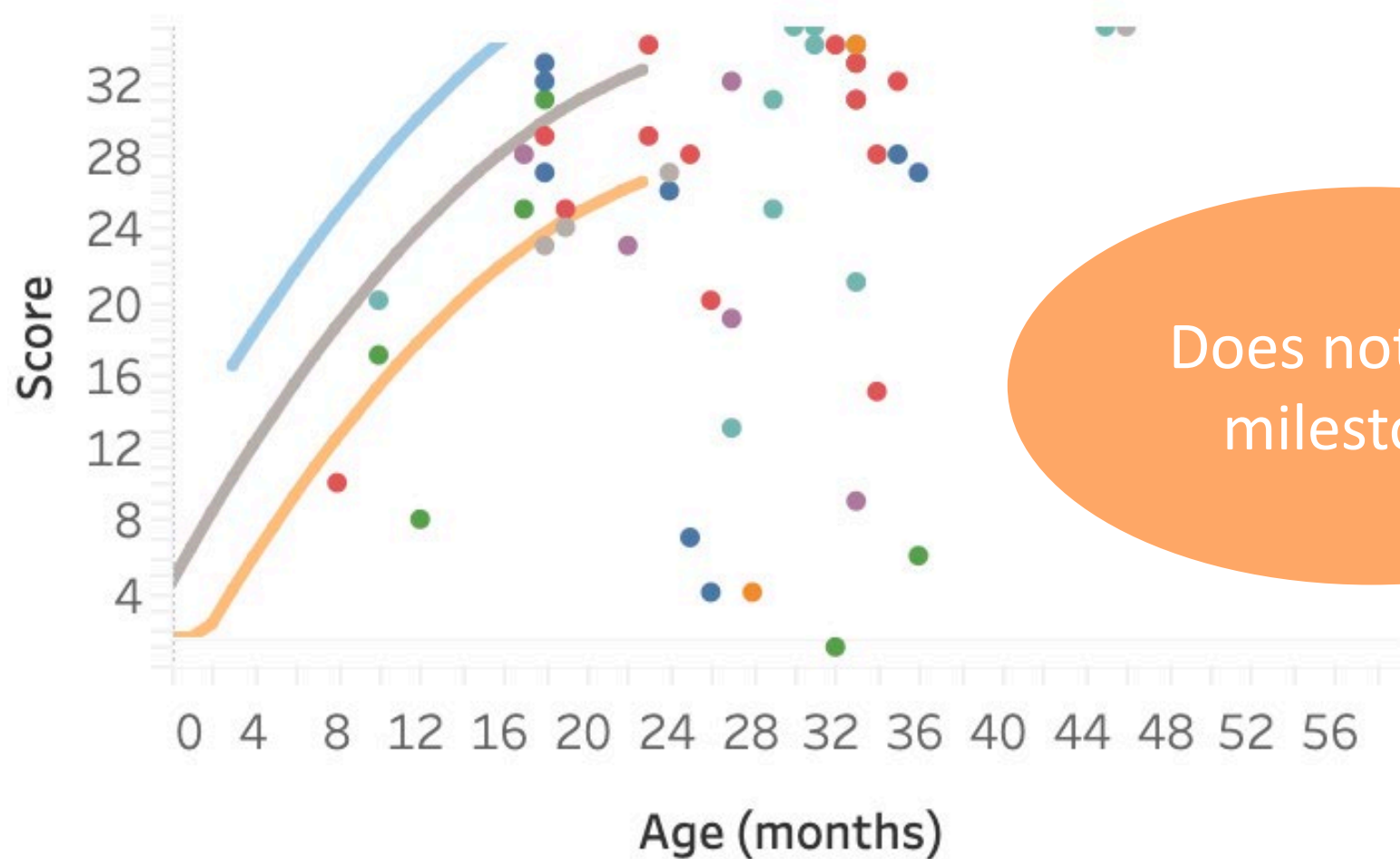
1. We are able to help our child get along with others.	Q4_1: Completely
2. We are able to help our child learn new skills.	Q4_2: Completely
3. We are able to help our child take care of his/her needs.	Q4_3: Completely
4. We are able to work on our child's goals during everyday routines.	Q4_4: Completely

Outcome 4: Having support systems

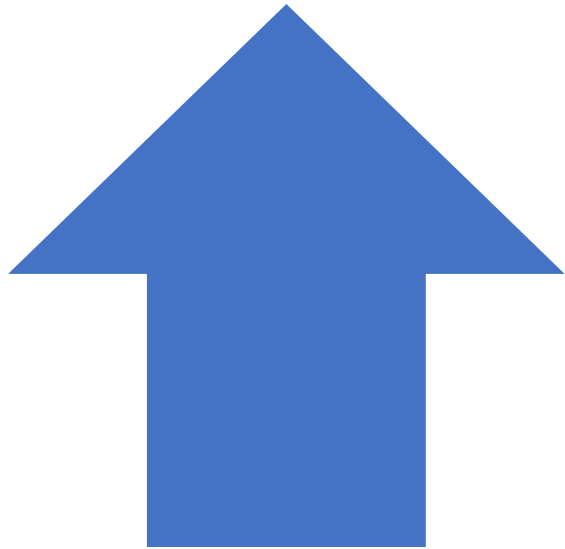
1. We are comfortable talking to family and friends about our child's needs.	Q5_1: Completely
2. We have friends or family members who listen and care.	Q5_2: Completely
3. We are able to talk with other families who have a child with similar needs.	Q5_3: Almost
4. We have friends or family members we can rely on when we need help.	Q5_4: Completely
5. I am able to take care of my own needs and do things I enjoy.	Q5_5: Completely

Aggregate scores

LittleEARS: Auditory Skill Development



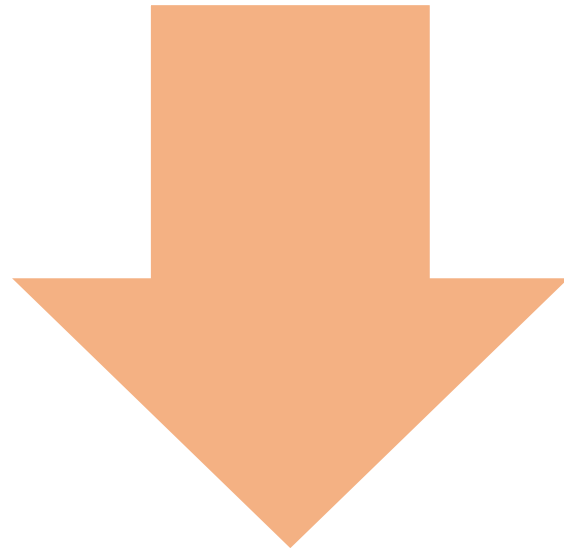
Does not meet milestones



Detection

Discrimination

Localization



Sound/object
meaning/identification

Imitation/vocalization

Complex directions

Family Outcomes Survey

Outcome 1: Understanding your child's strengths, needs, & abilities

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 7
	11	2	25	16	11	8
1. We know the next steps for our child's growth and learning.						
2. We understand our child's strengths and abilities.						
3. We understand our child's delays and/or needs.						
4. We are able to tell when our child is making progress.						

Outcome 2: Knowing your rights and advocating for your child

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 7
	11	2	25	16	11	8
1. We are able to find and use the services and programs available to us.						
2. We know our rights related to our child's special needs.						
3. We know who to contact and what to do when we have questions or concerns..						
4. We know what options are available when our child leaves the program.						
5. We are comfortable asking for services & supports that our child and fam...						

Outcome 3: Helping your child develop and learn

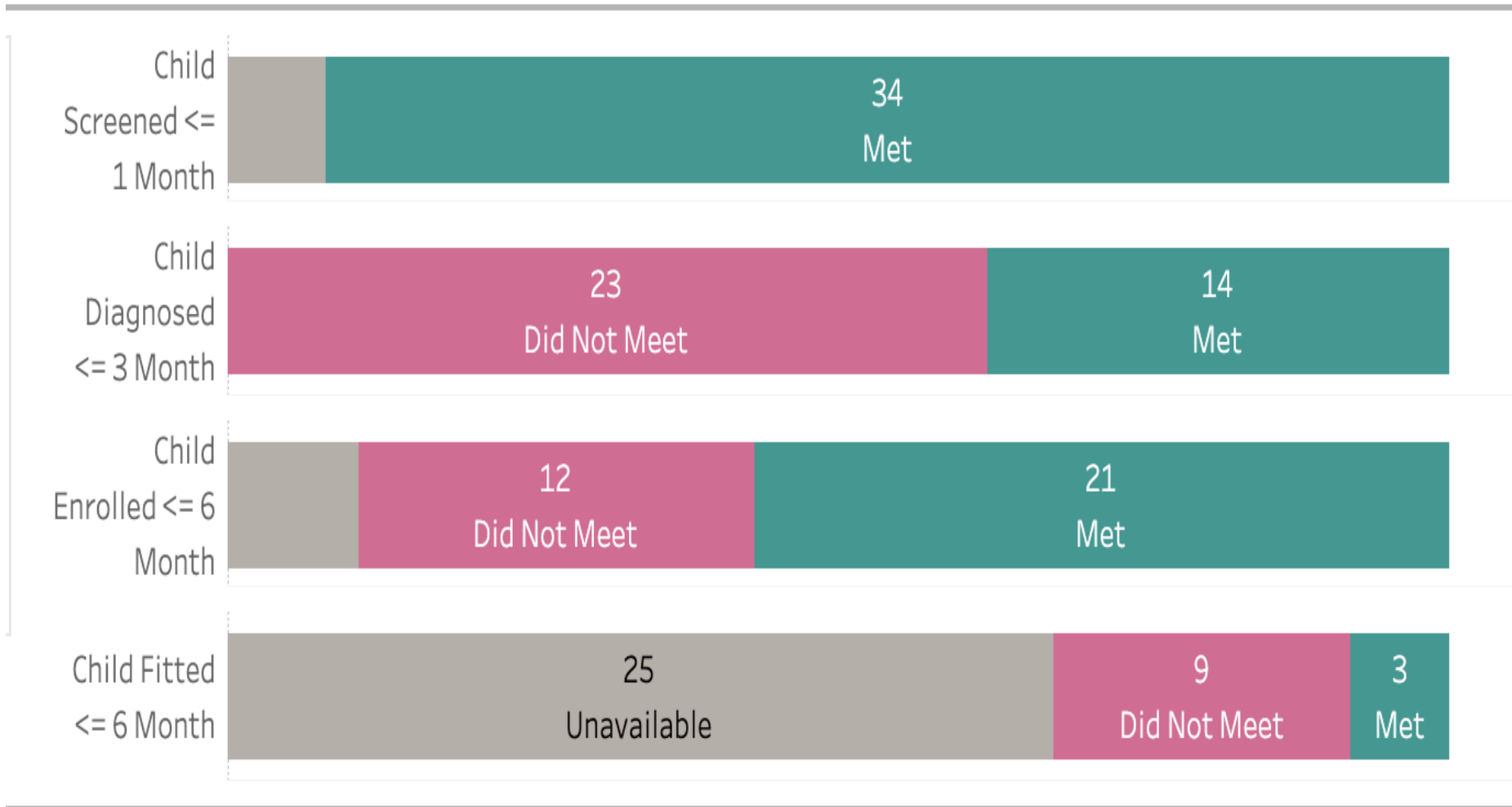
	Region 1	Region 2	Region 3	Region 4	Region 5	Region 7
	11	2	25	16	11	8
1. We are able to help our child get along with others.						
2. We are able to help our child learn new skills.						
3. We are able to help our child take care of his/her needs.						
4. We are able to work on our child's goals during everyday routines.						

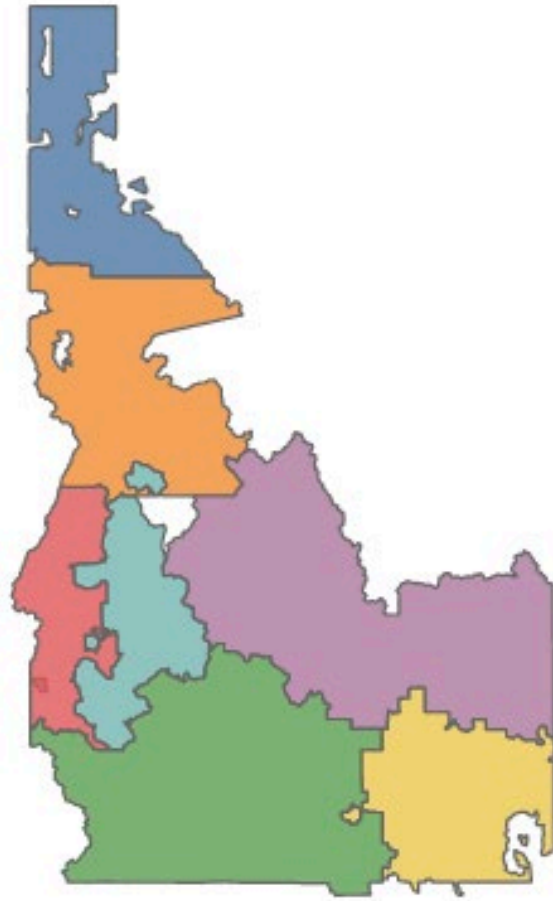
Outcome 4: Having support systems

Sharing the data with ISB

Process of sharing

- Consent to share on all forms
- Integrated filter- Yes=Include; No=Do not include
- Added fields in HiTrack
- MOU in place
- Created safe storage place for both entities
- Refresh periodically





Region



Selected Goal Marker

Enrollment Goal of <6 Months ▼

Select year

2019 ▼

- ✓ Met
- ✗ Did Not Meet
- Unknown

Selected Goal Marker

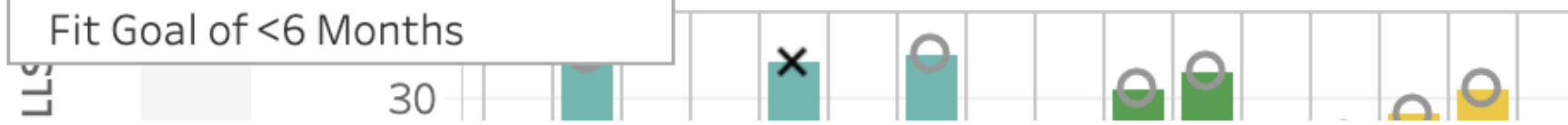
- Enrollment Goal of <6 Months ▼
- Screening Goal of <1 Month
- Diagnosis Goal of <3 Months
- Enrollment Goal of <6 Months
- Fit Goal of <6 Months

Select year

2019 ▼

- ✓ Met
- ✗ Did Not Meet
- Unknown

9 by Enrollment Goal of <6 Months



Selected Goal Marker

Diagnosis Goal of <3 Months

Select year

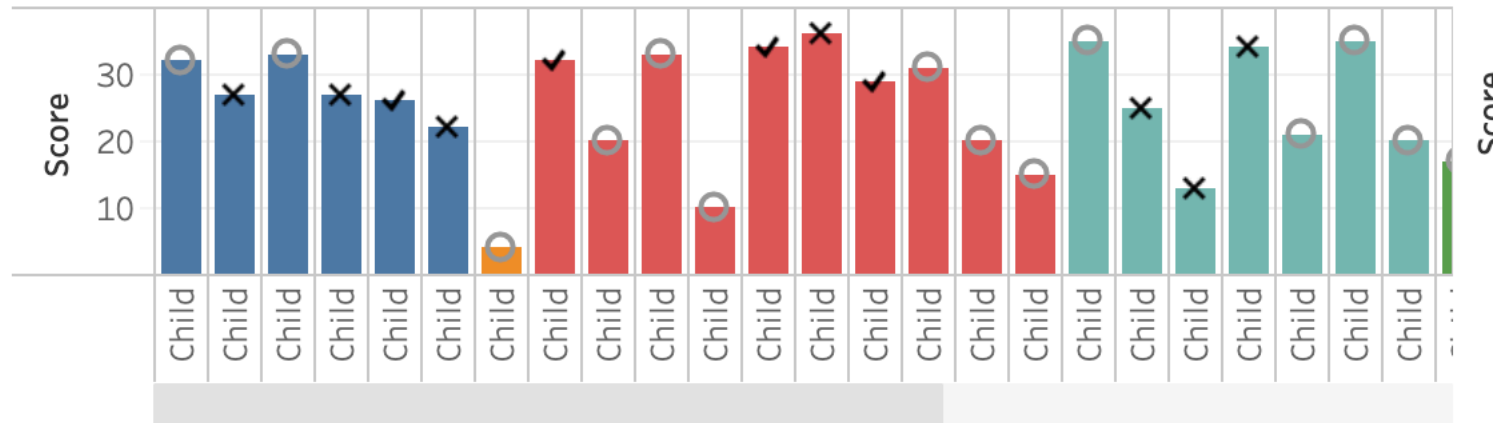
2019

- ✓ Met
- ✗ Did Not Meet
- Unknown

AUDITORY SKILLS

LittlEars

40 Children in 2019 by Diagnosis Goal of <3 Months



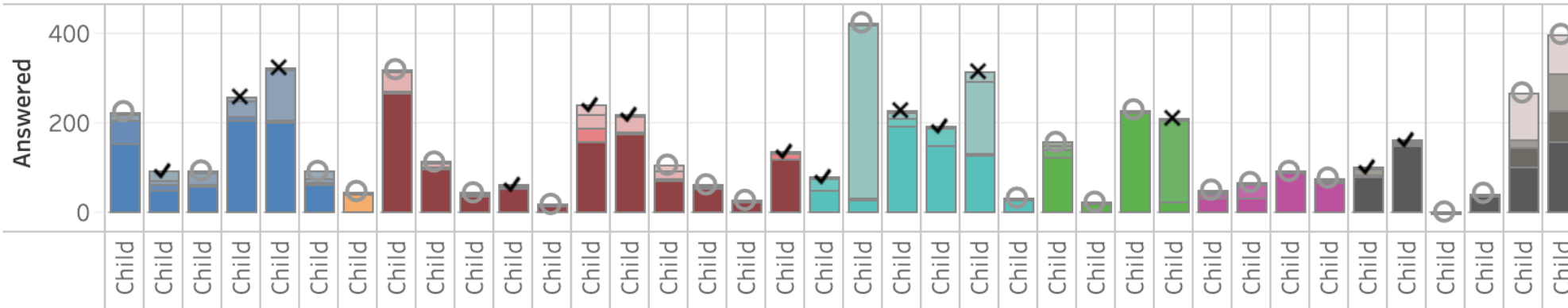
Region

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Vocabulary scores

38 Children in 2019

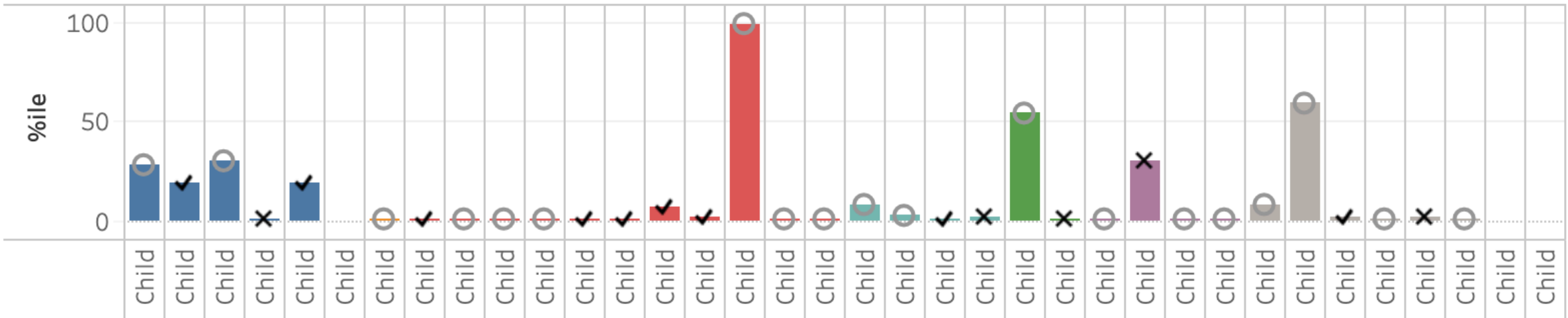
Words & Gestures



Speaks & signs
 Speaks
 Signs
 Understands

Language Complexity (Language Use Inventory)

36 Children in 2019



LUI

Successes

- Willing and able partners, collaboration
- Technology as a tool for connecting, sharing
- Online assessment/data collection
- Visualizations
- Less impact of COVID

Opportunities

- Increase number of families
- Transparent visualizations that lead to a call for action/change
- Incorporate into trainings/resources for families and providers

Thank you!

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