

Early Intervention Policy Forum: Preschool Service Delivery



*How Exploration and Installation Phases Set
the Stage for Effective Implementation*

Penn Stater Conference
Center
October 11, 2022



Early Intervention Service Delivery: Coaching Across Settings



Announcement EI-20-03 *Early Intervention Service Delivery: Coaching Across Settings*

High Quality Early Intervention Service Deliver in PA

- ❖ Enhance a child's growth and development
- ❖ Utilize a set of core principles
- ❖ Evidence-based and individualized
- ❖ Embedded in meaningful and function outcomes
- ❖ Work collaboratively with families, caregivers, and ECE professionals

ANNOUNCEMENT
EI-20-03

Pennsylvania Office of Child Development and Early Learning
Bureau of Early Intervention Services and Family Support

Issue Date: November 30, 2020
Effective Date: December 1, 2020

Subject: Early Intervention Service Delivery: Coaching Across Settings
To: Pennsylvania Infant, Toddler and Preschool Early Intervention Program Leaders
From:
Tracy Campanella
Deputy Secretary, Office of Child Development & Early Learning

PURPOSE
To establish the vision and expectations for how Early Intervention (EI) services are to be delivered to infants, toddlers and preschool children and their families, caregivers and coaching supports to early childhood education (ECE) professionals. This announcement highlights EI principles in Pennsylvania and provides guidance and consistency in the implementation of personnel and organizational structures for Pennsylvania's Initiative, Early Intervention Service Delivery: Coaching Across Settings.

BACKGROUND
Pennsylvania's EI program has been promoting coaching supports and services and collaborative partnerships for infants, toddlers and preschool children with disabilities and their families, caregivers, and ECE professionals for many years. These supports and services enhance a child's growth and development and utilize a set of core principles that ensures services are evidence-based, individualized, and embedded in meaningful and functional outcomes, while working collaboratively with the families, caregivers, and ECE professionals.

These core principles can be found within Parts B and C of the federal Individuals with Disabilities Education Act (IDEA). According to 20 U.S.C. § 1400(c)(5)(B), "[a]t least 30 years of research and experience has demonstrated the education of children with disabilities can be made more effective by States strengthening the role and responsibility of parents and ensuring that families of children with disabilities have meaningful opportunities to participate in the education of their children at school and at home." The IDEA also provides that there is



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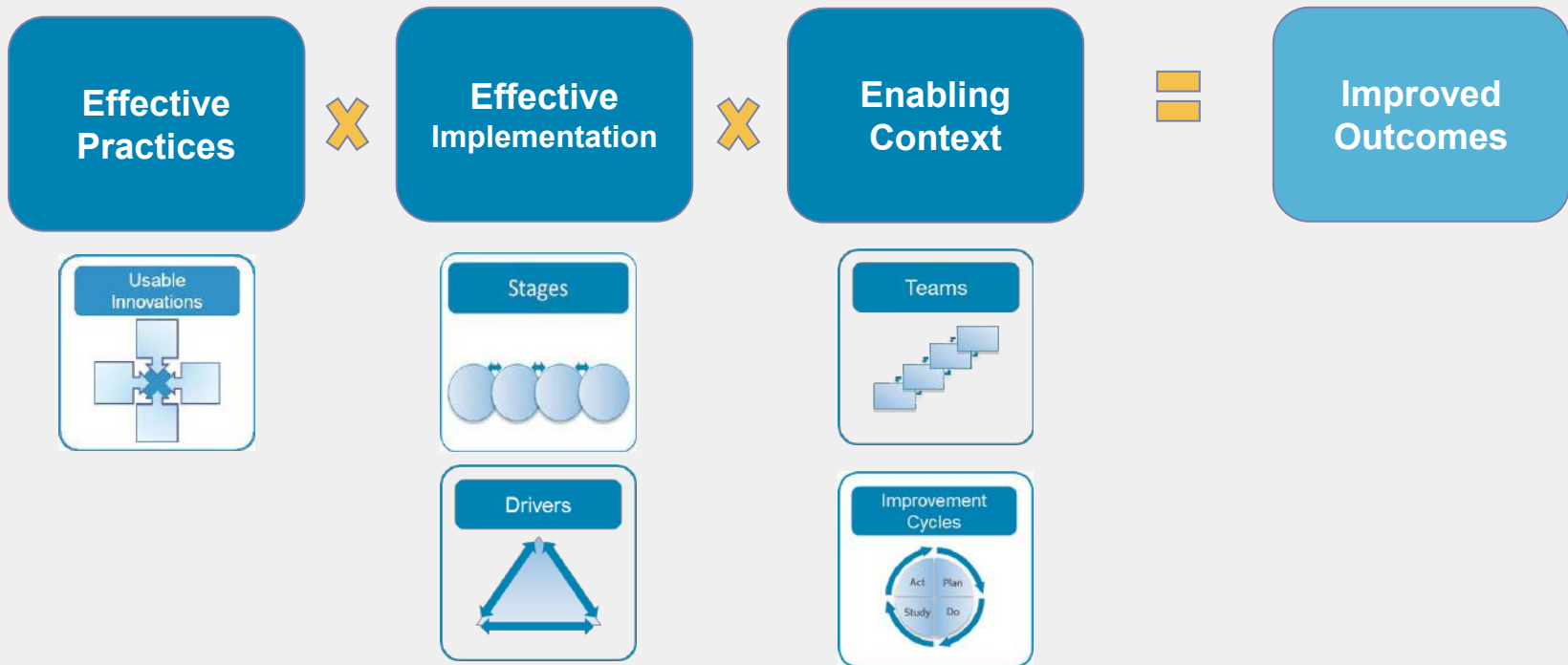


Key Messages

- Many Early Intervention and Early Childhood programs have worked together in the past.
 - Previous learning sets foundation for service delivery model.
 - Past work has built strong relationships.
- OCDEL is committed to supporting all Early Childhood programs to provide high-quality services, utilizing research-informed and evidence-based practices
 - Requires consistency and fidelity



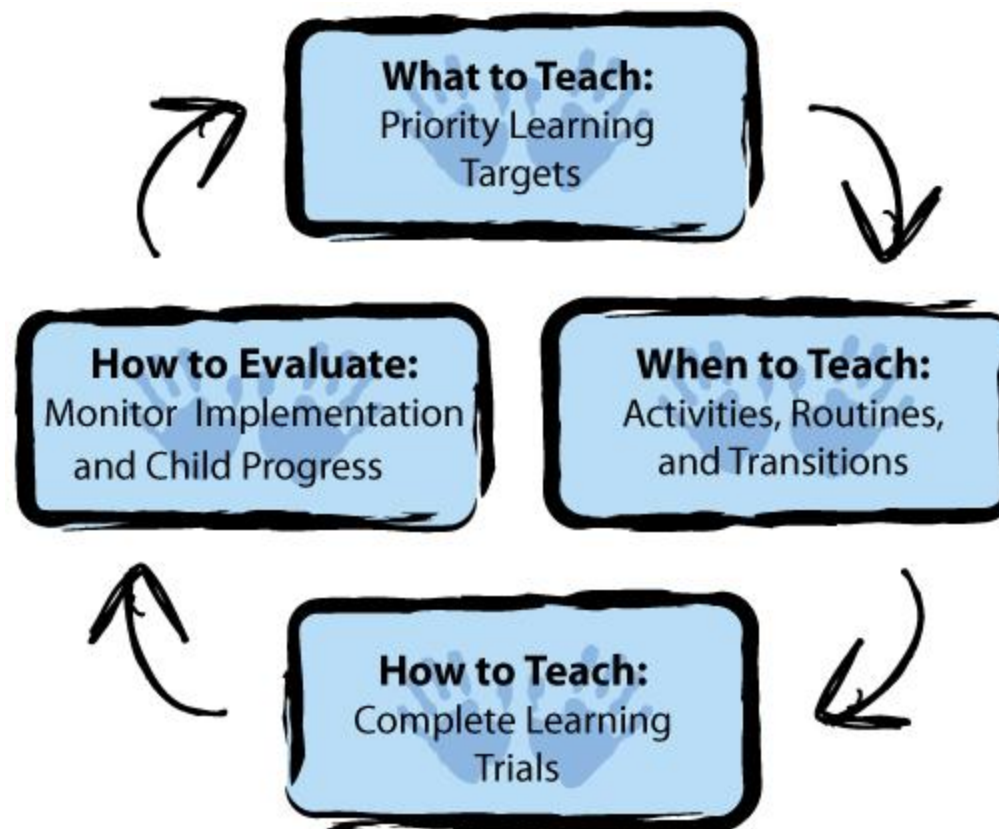
Active Implementation Formula & Frameworks



Active Implementation Formula



Embedded Instruction for Early Learning

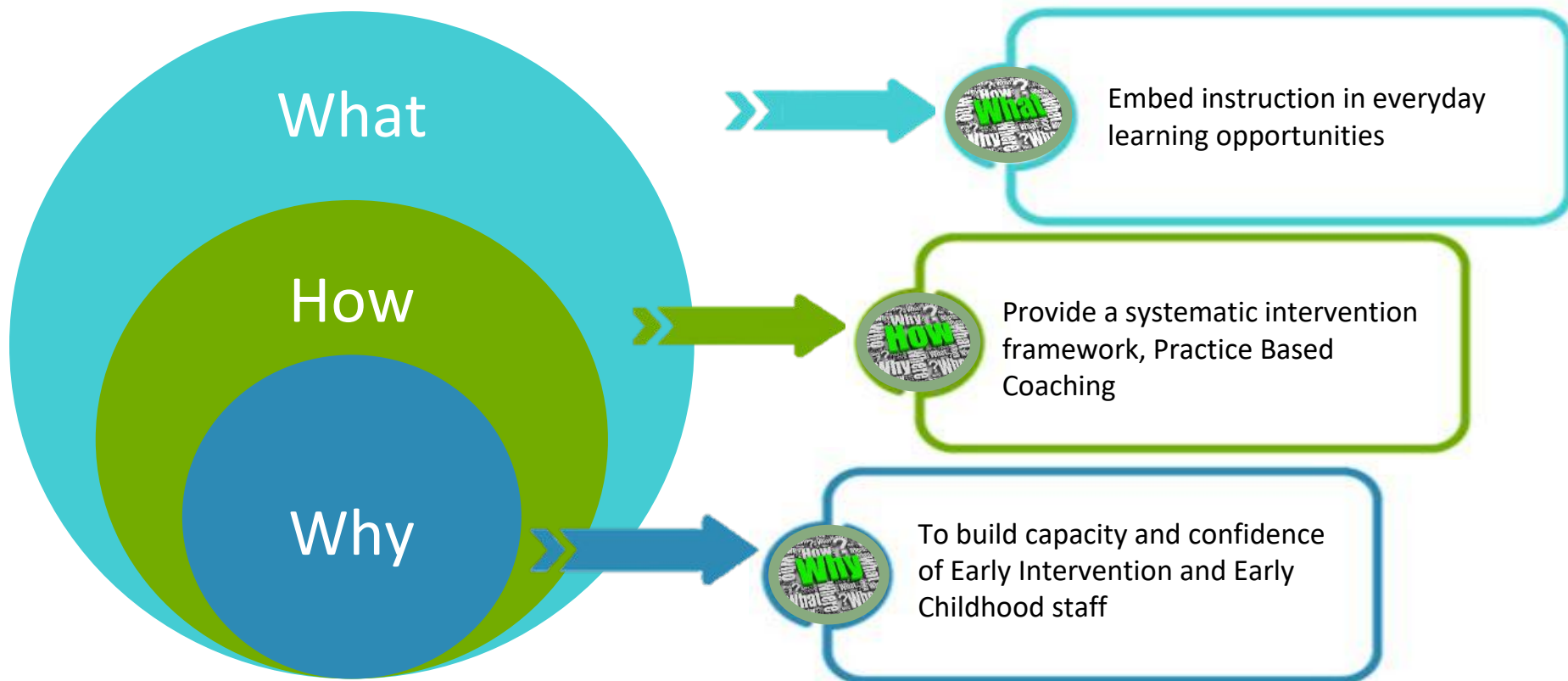


Practice-Based Coaching



Early Intervention Service Delivery: Coaching Across Settings





Go to www.menti.com and use the code 1307 1511

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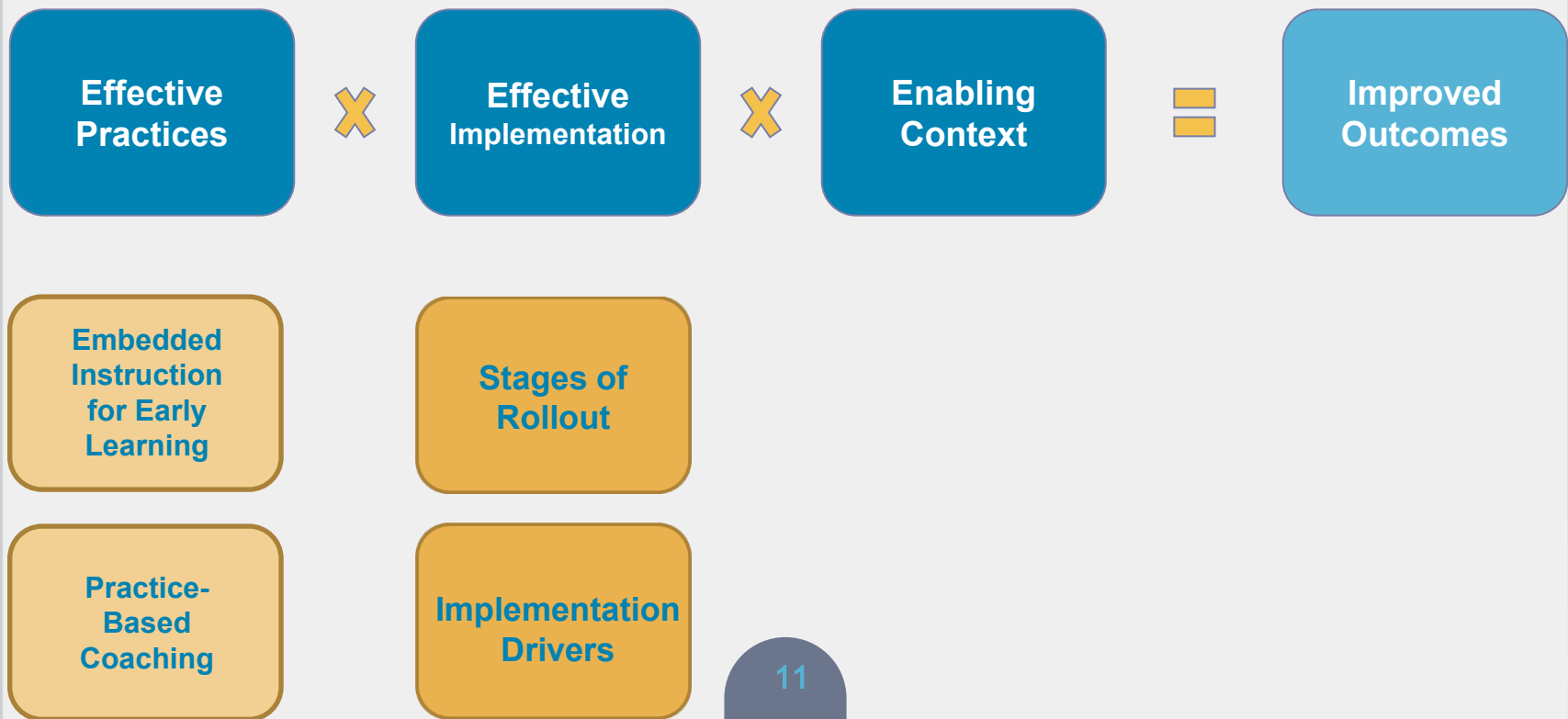


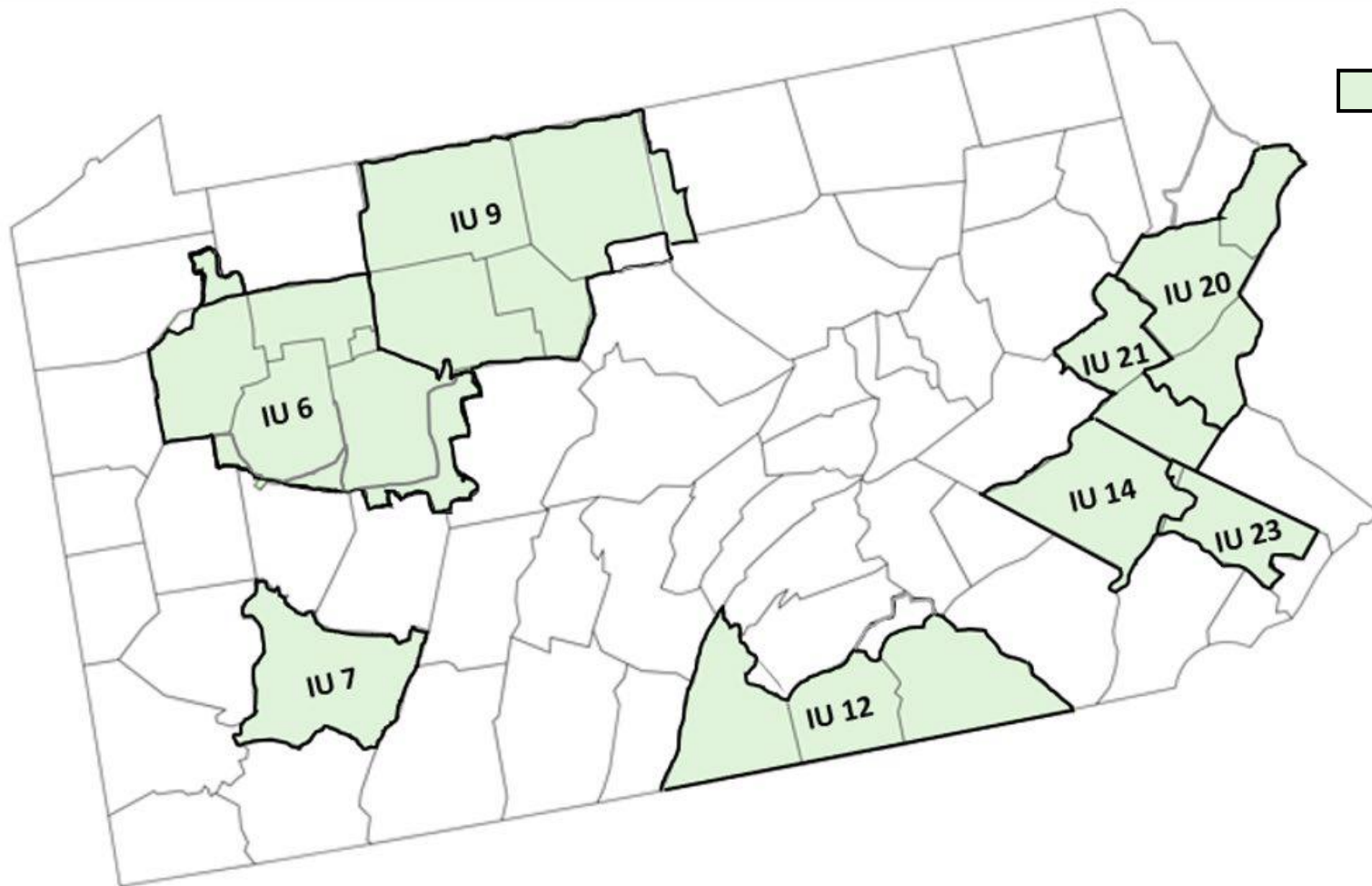
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Active Implementation Formula

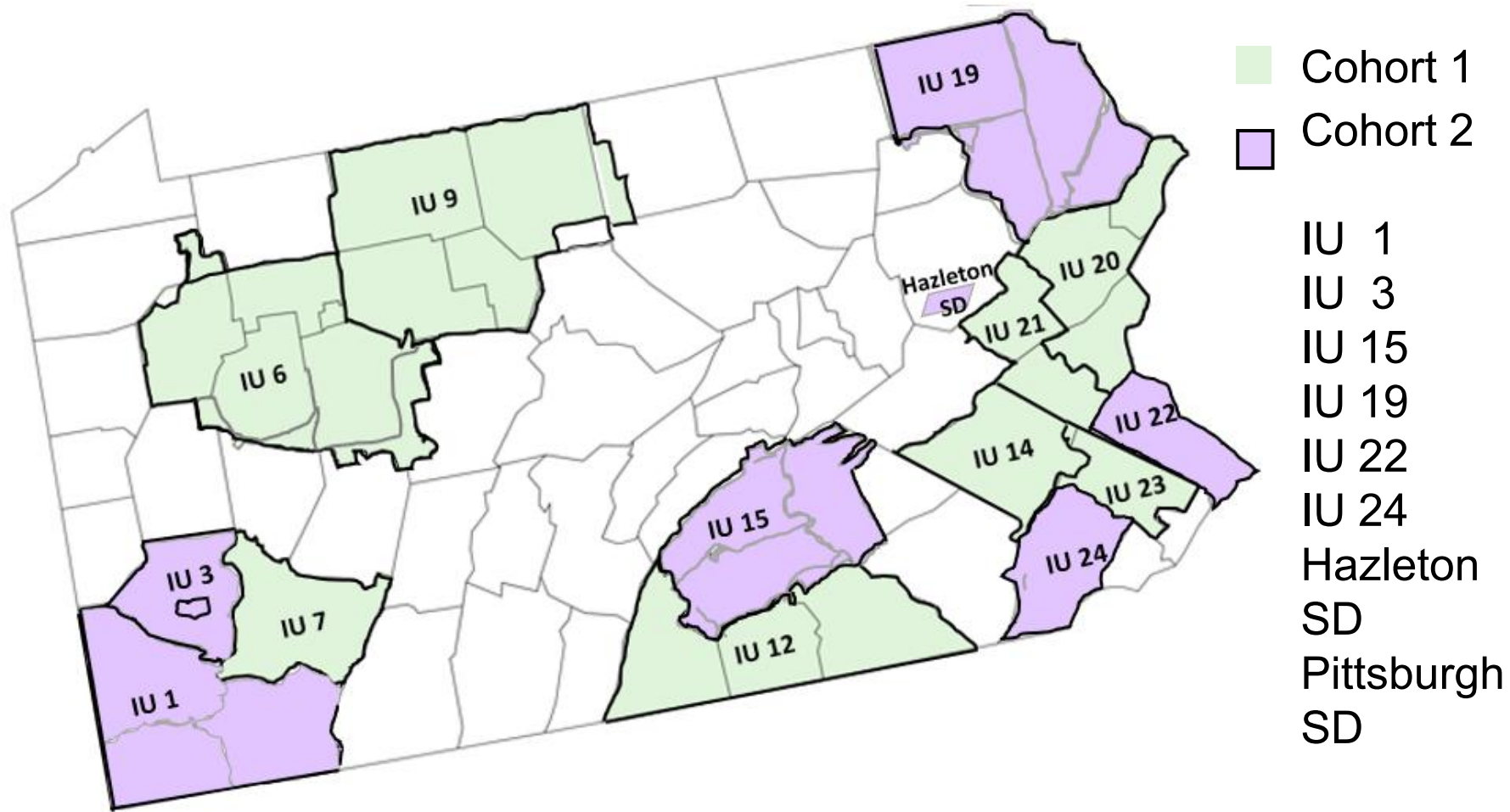




■ Cohort 1

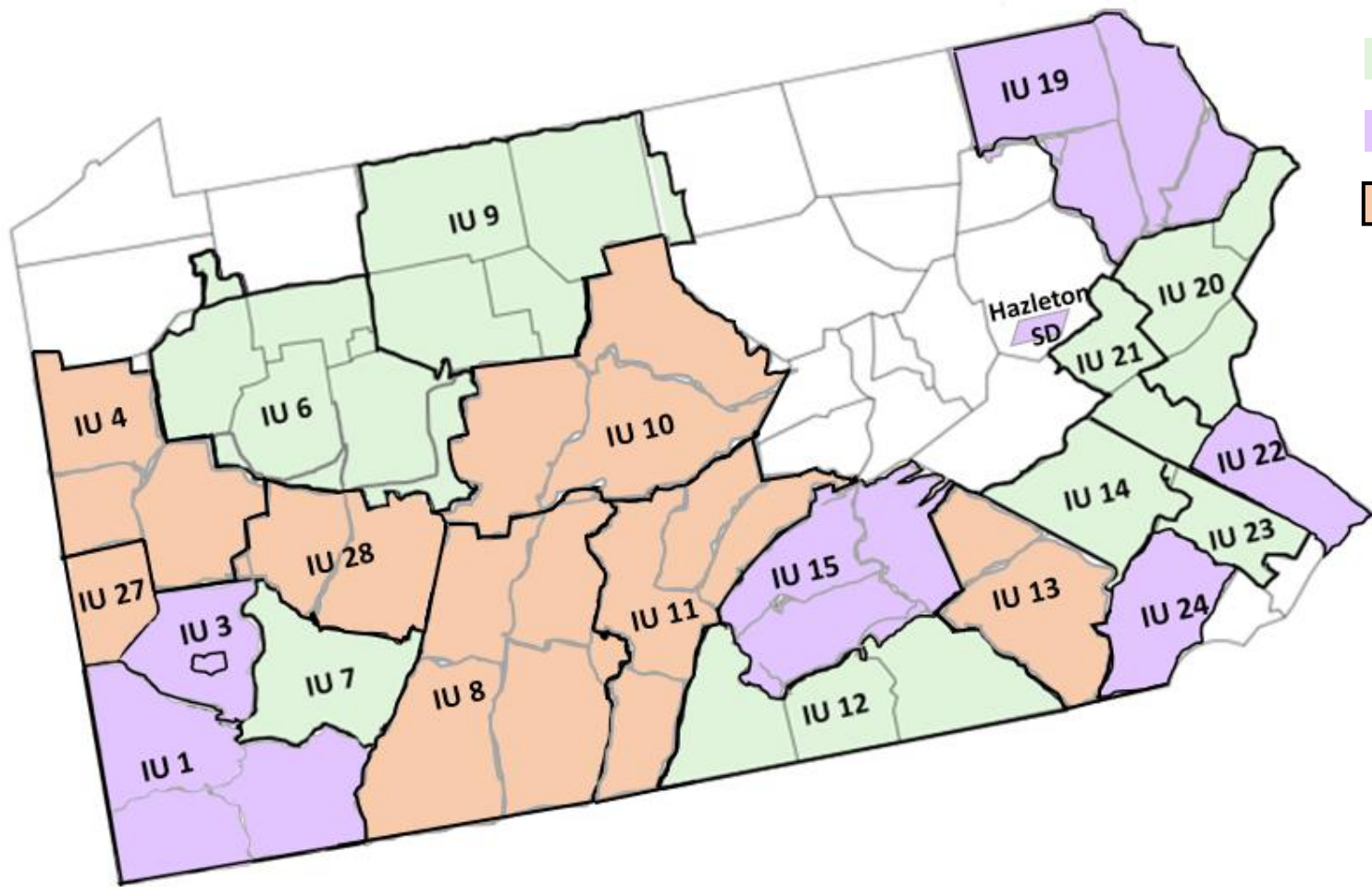
- IU 6
- IU 7
- IU 9
- IU 12
- IU 14
- IU 20
- IU 21
- IU 23





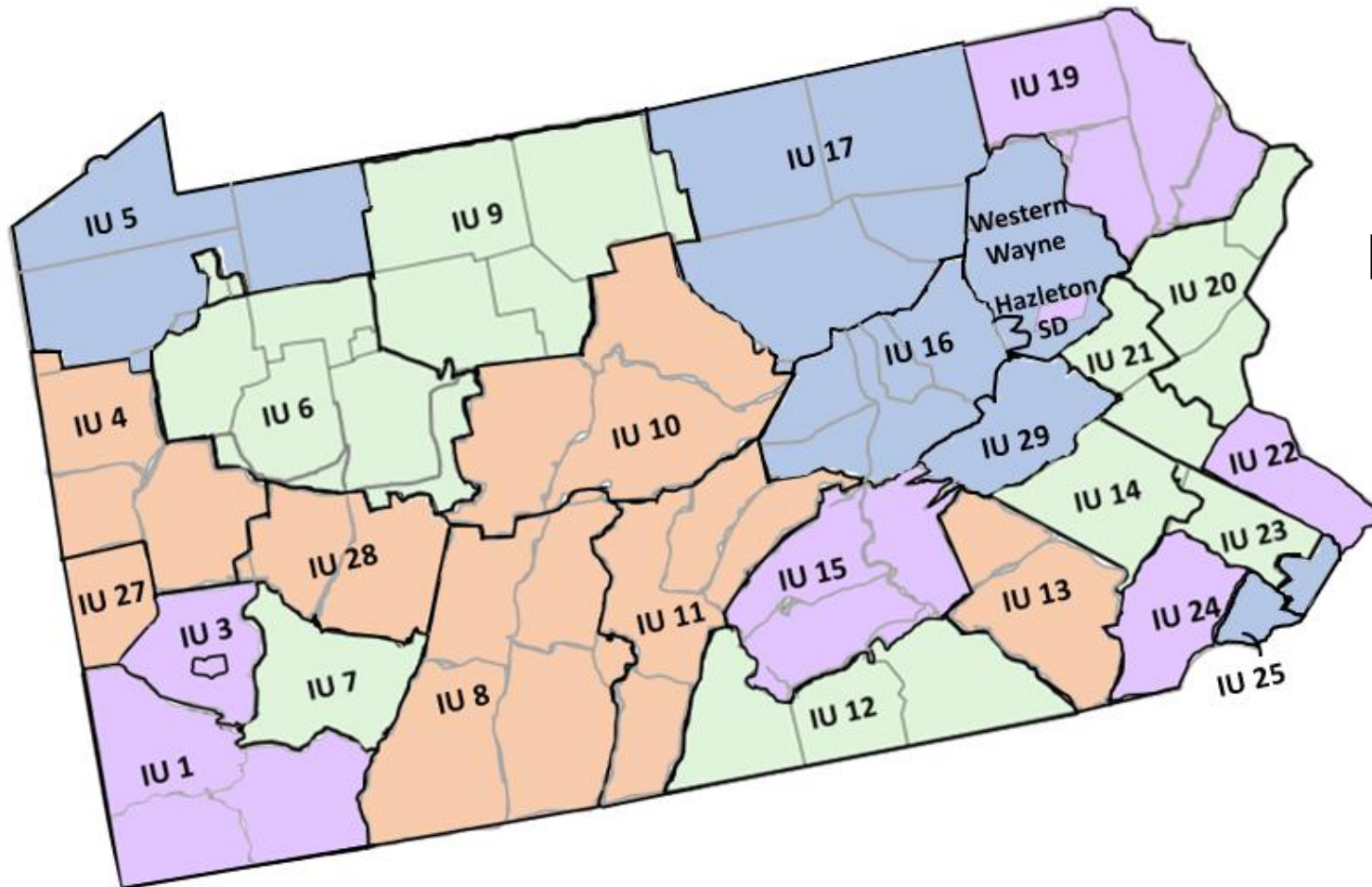
Early Intervention Service Delivery: Coaching Across Settings





- Cohort 1
- Cohort 2
- Cohort 3

- IU 4
- IU 8
- IU 10
- IU 11
- IU 13
- IU 27
- IU 28
- Altoona SD
- Tyrone SD

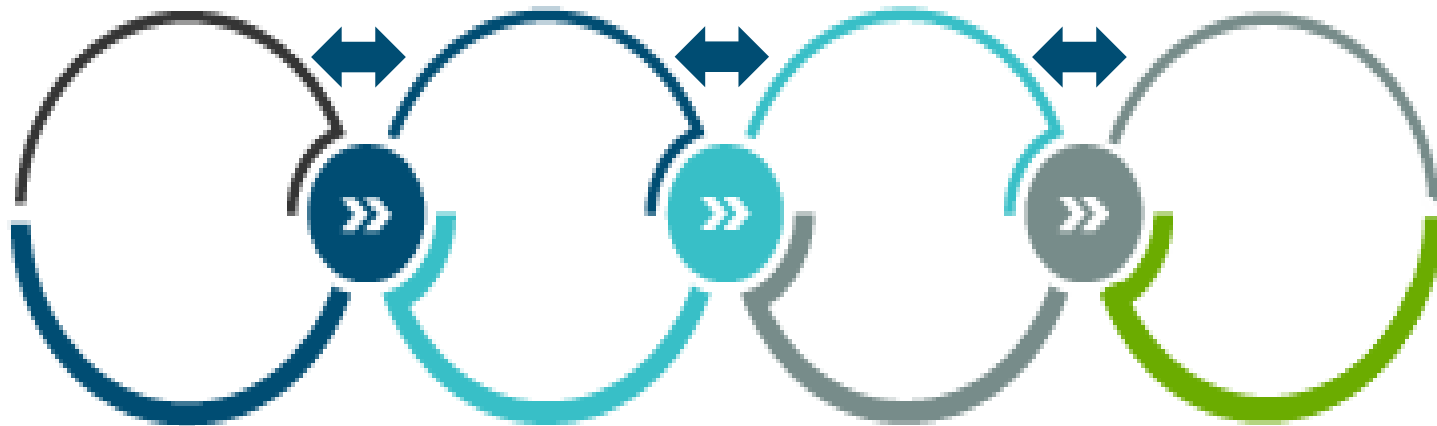


- Cohort 1
- Cohort 2
- Cohort 3
- Cohort 4

- IU 5
- IU 16
- IU 17
- IU 25
- IU 29
- Elwyn –
- Chester
- Elwyn –
- Philadelphia
- Erie SD
- Western
- Wayne

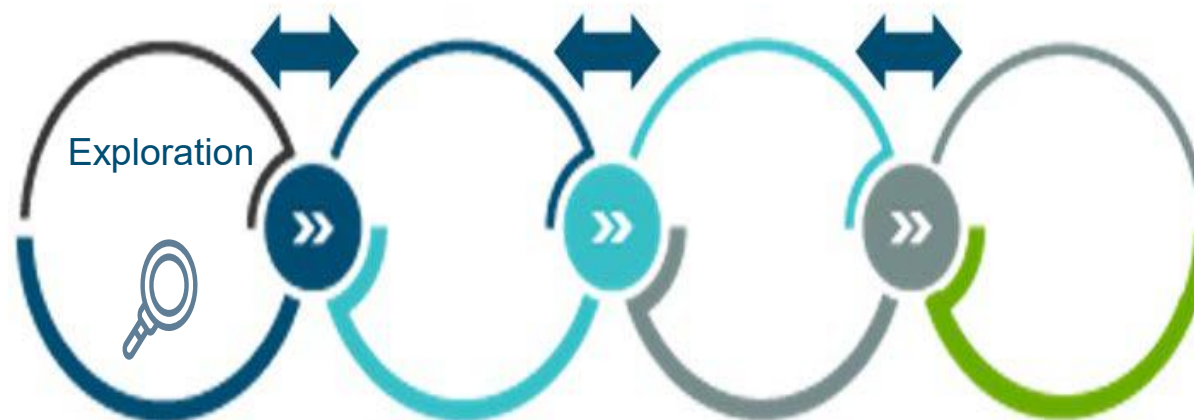
Implementation is not an event.
Implementation is “a specified set of activities designed to put into practice an activity or program”
(Fixen, Naoom, Blasé, Friedman, & Wallace, 2005).
These activities occur over time in stages that overlap and that are revisited as needed.

~ National Implementation Research Network



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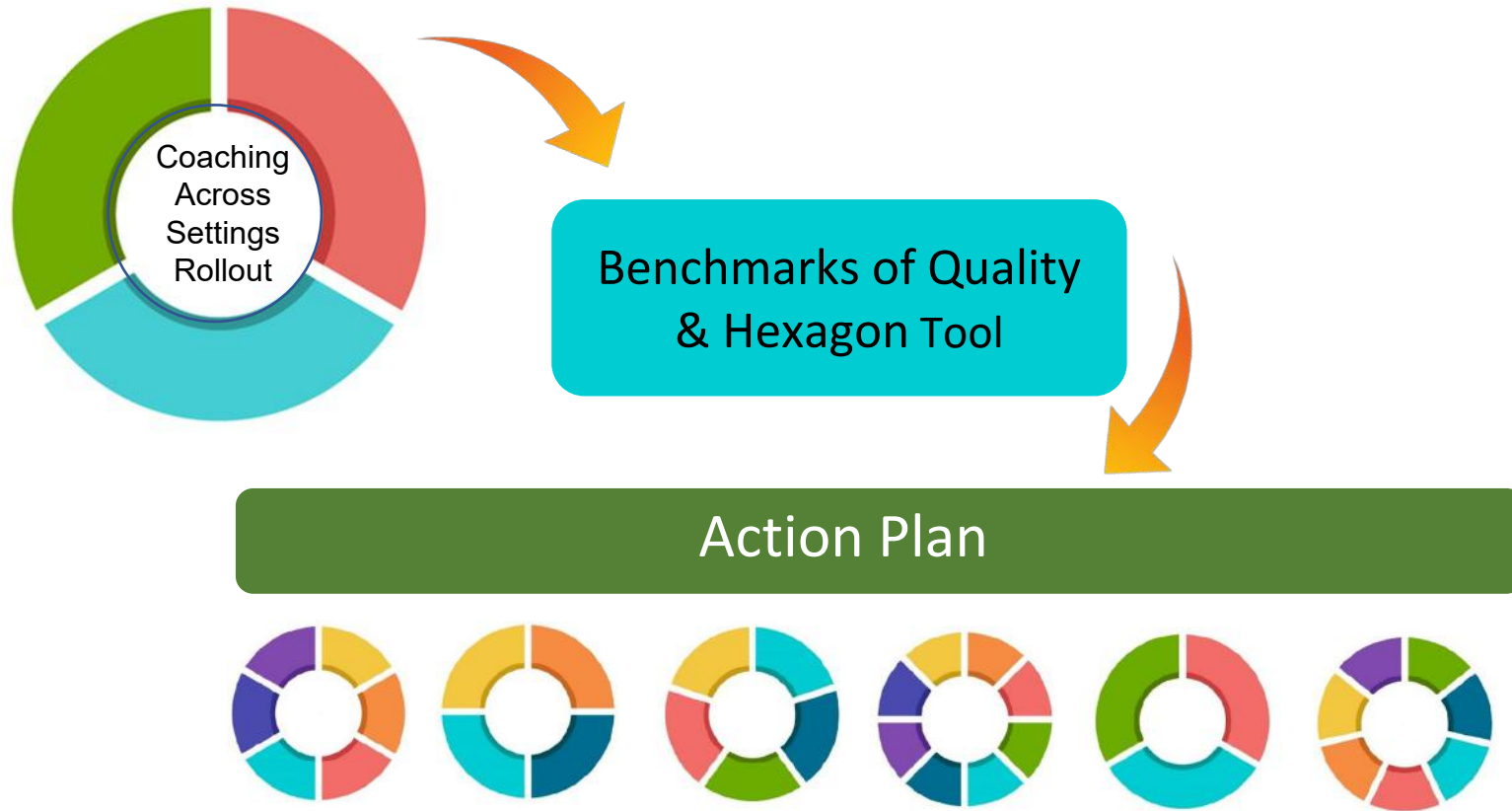
Components of Exploration

- ❖ Assemble a Core Leadership Team (CLT)
- ❖ Attend 4 Webinars
- ❖ Complete Hexagon Tool and Benchmarks of Quality
- ❖ Develop an Action Plan



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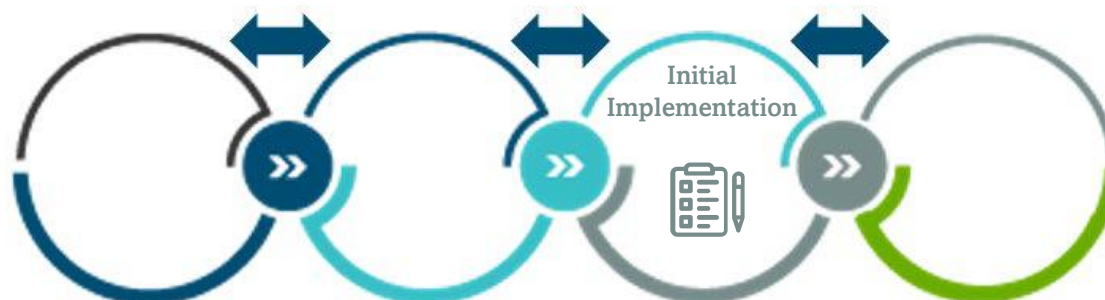




Components of Installation

- ❖ CLT Team focuses on Leadership and Organizational Drivers
- ❖ Develop plans for:
 - ❖ Selection
 - ❖ Training
 - ❖ Coaching
 - ❖ Decision making

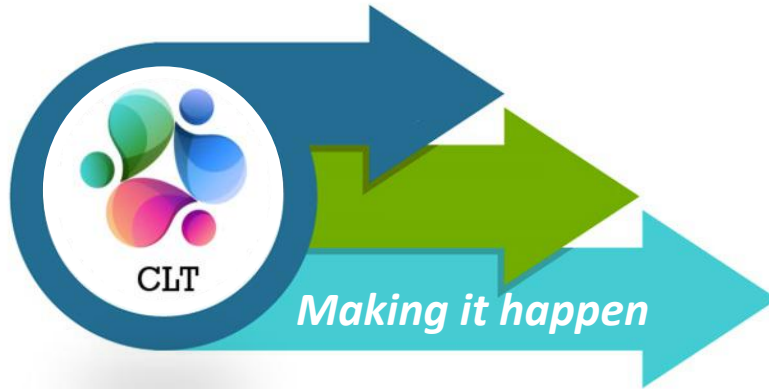




Looking ahead to initial implementation

- Initial implementation is where most training **BEGINS**.
- Getting ready and building foundation is essential .
- Implementation is what we are working towards.

Why Does it Take Time?



Work harder
and faster



- ❖ More Complex
- ❖ More Energy
- ❖ Partial Solutions

Source: McKinsey & Company

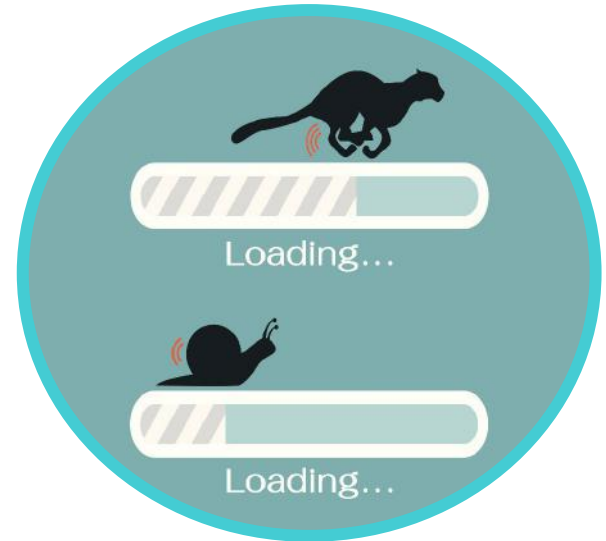


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When Teams Slow Down



Deeper and
faster into
achieving
objectives

- ❖ More Effective
- ❖ Less Energy

Source: McKinsey & Company



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What Can I Do?



Accept that challenges are complex



Pace the speed of your work

Slow down to speed up!



Trust that solutions are always available



Focus the right attention and intention

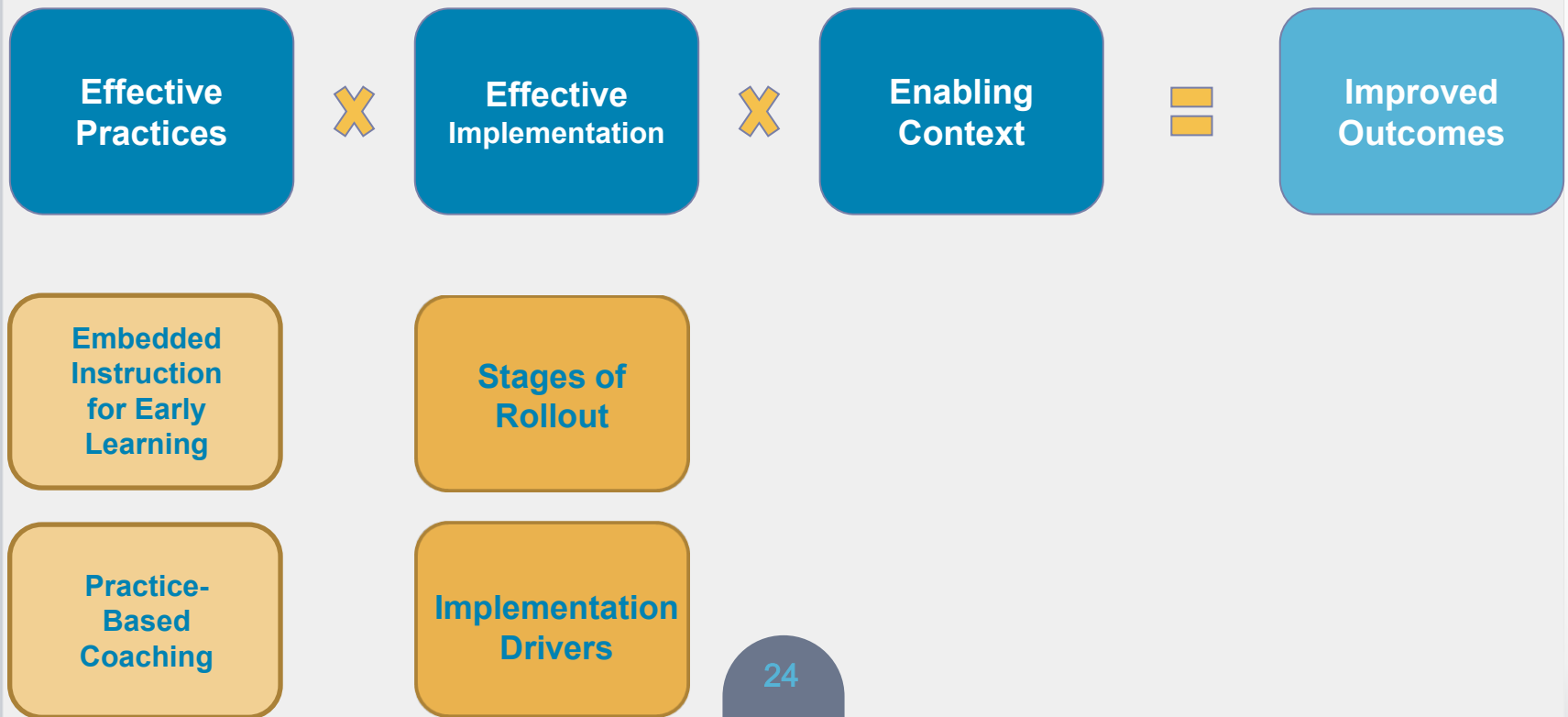
Source: McKinsey & Company



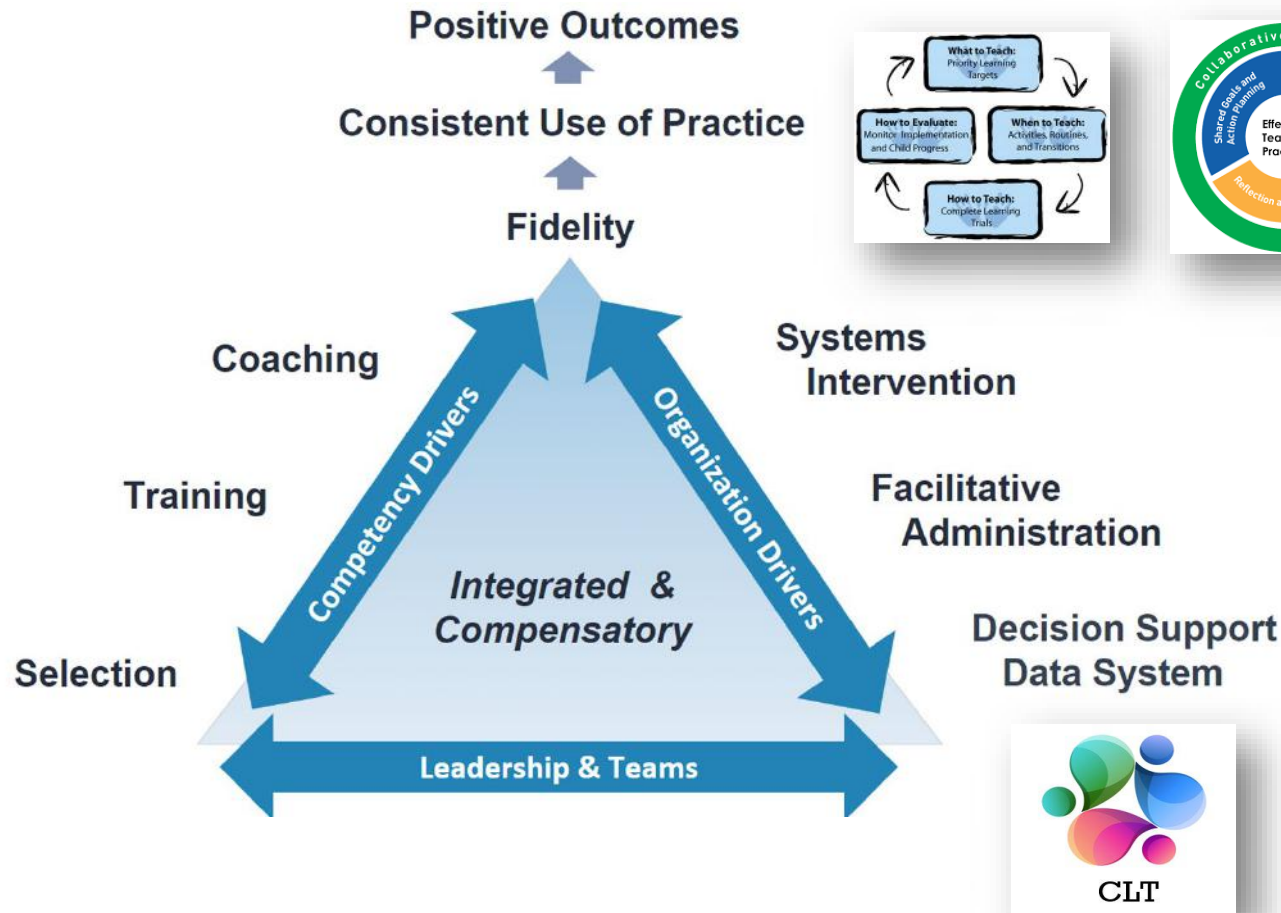
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Active Implementation Formula



Implementation Drivers



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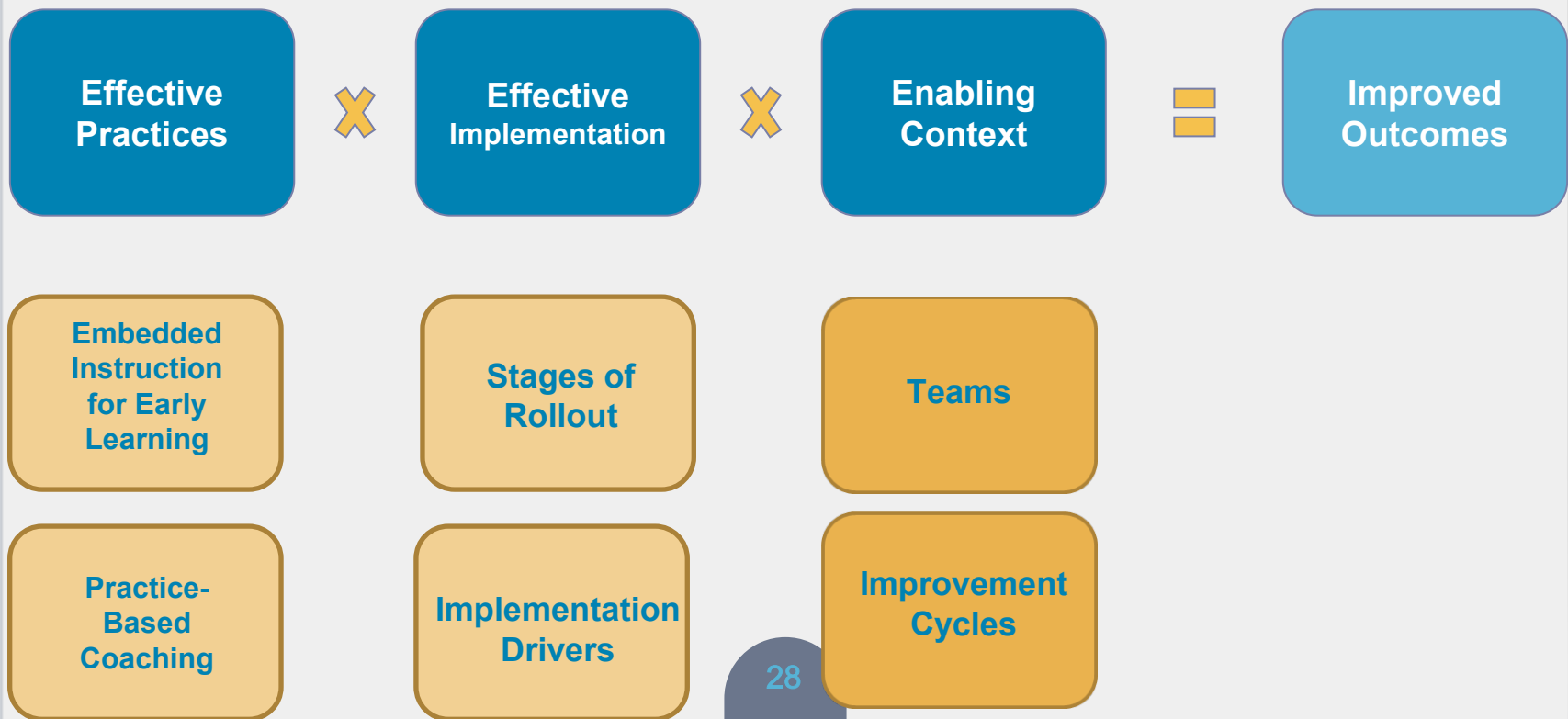


Or use QR code





Active Implementation Formula



Teams that Support Service Delivery at the State Level

Executive Team

Use data-based decision making to provide ongoing guidance on all aspects of Coaching implementation in Pennsylvania.

Preschool Early Intervention Service Delivery Team

Provide training and supports to ensure effective implementation to Core Leadership Teams.

Teams that Support Service Delivery at the Local Level

Core Leadership Team

Focus on organization and leadership to support implementation in the Preschool EI program community.



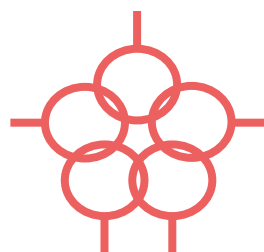


Core Leadership Team

A group of stakeholders who oversee, attend to and are accountable for performing key implementation functions of **selection, implementation, & monitoring improvement.**



Small, skilled team



Diversity of perspectives



Guided by a team charter



Defined leadership



CORE LEADERSHIP TEAM

The CLT guides Preschool Service Delivery by monitoring data including the Benchmarks of Quality, implementation of Embedded Instruction and Practice-Based Coaching with fidelity, and Child & Family Outcomes.

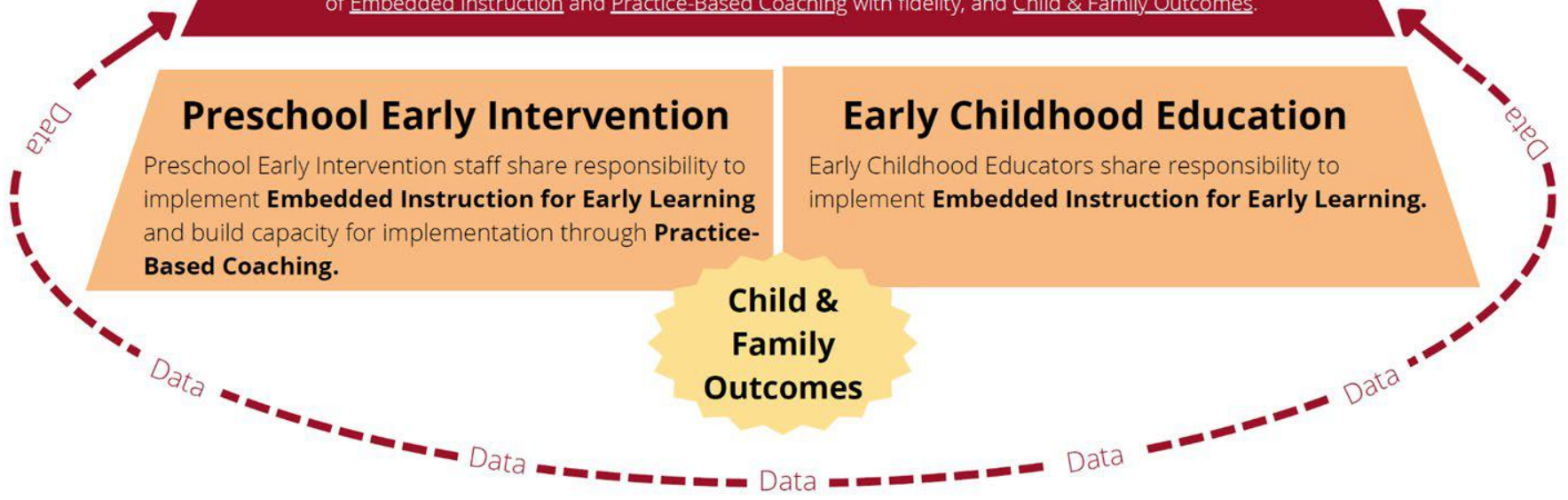
Preschool Early Intervention

Preschool Early Intervention staff share responsibility to implement **Embedded Instruction for Early Learning** and build capacity for implementation through **Practice-Based Coaching**.

Early Childhood Education

Early Childhood Educators share responsibility to implement **Embedded Instruction for Early Learning**.

Child & Family Outcomes



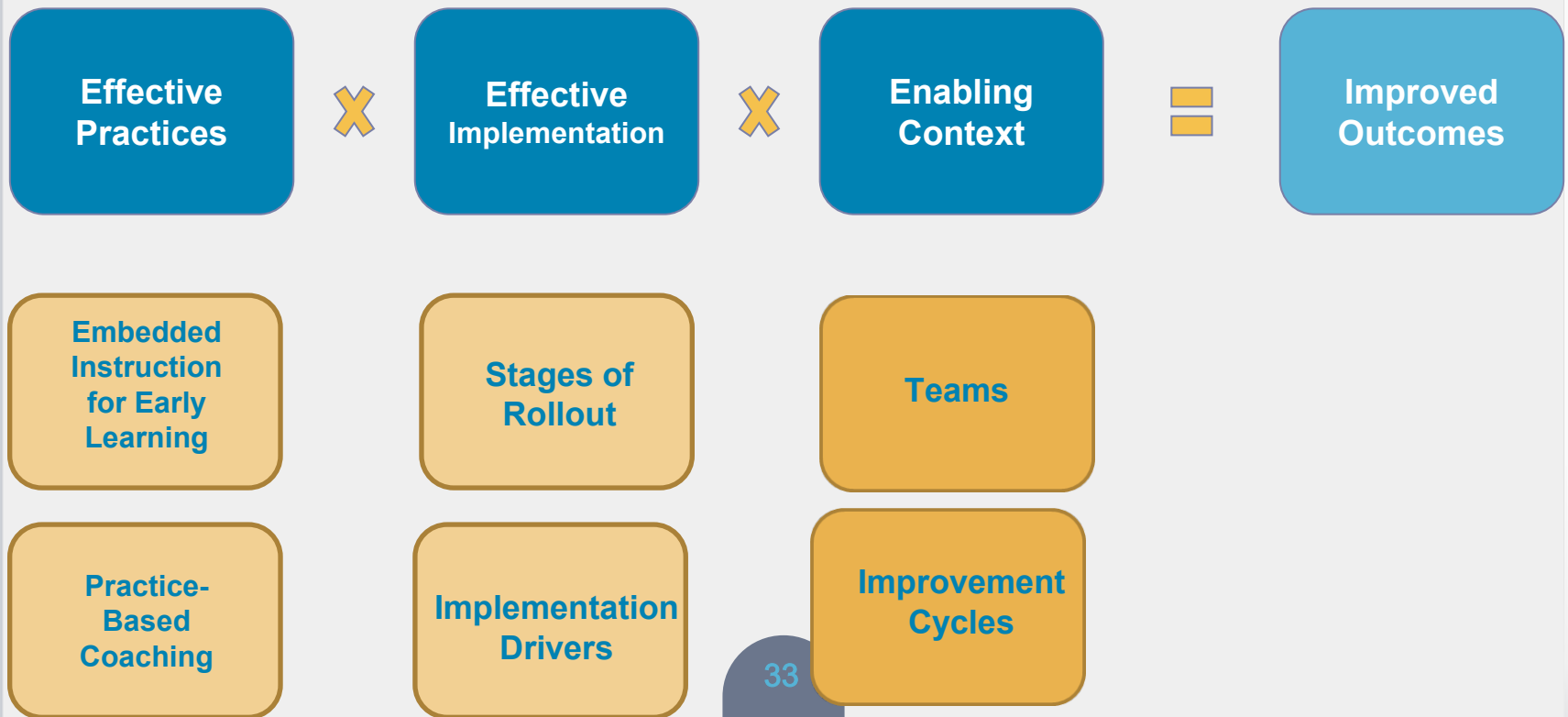
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Stakeholder vs. CLT member



Active Implementation Formula

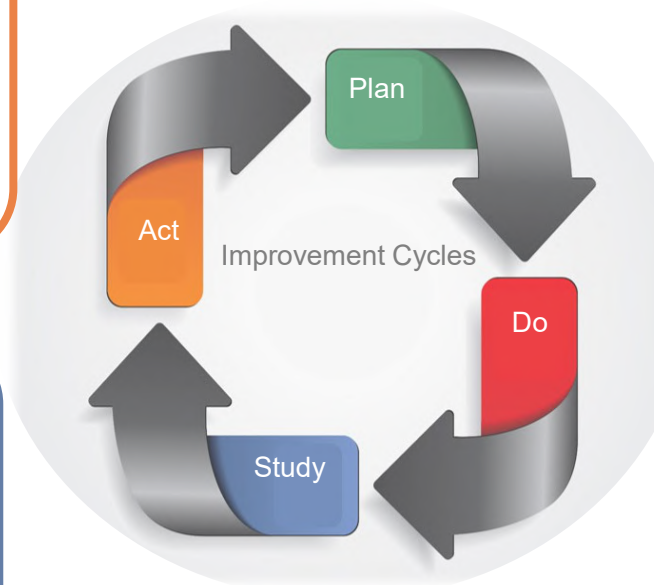


Act

- ❖ Make changes to the next iteration of the plan to improve implementation.

Study

- ❖ Use measures identified and collected during the 'do' phase to assess and track progress.



Plan

- ❖ Identify barriers or challenges.
- ❖ Specify the plan to move programs or interventions forward.

Do

- ❖ Carry out strategies or plan as specified.

Retrieved from: <https://nirn.fpg.unc.edu/modules-and-lessons> NIRN AI Hub Module 5



Support for Core Leadership Teams



CLT

- ❖ Team Membership, Roles and Functions
- ❖ The Hexagon: A Tool for Exploration
- ❖ Benchmarks of Quality (BoQ)
- ❖ Implementation Guide



Benchmarks of Quality (BoQ)

- ❖ Serve as self-assessment for CLT to measure progress of implementation
- ❖ Guide CLT in developing the systems and procedures for implementing the evidence-based practice with fidelity throughout the program.



<https://ectacenter.org/sig/boq.asp>



Early Intervention Service Delivery: Coaching Across Settings





A graphic consisting of three vertical bars in red, orange, and yellow. A white rounded rectangle is overlaid on the bars, containing the text "Facilitated Discussion Session".

Facilitated Discussion Session



- ❖ Check back of name tag for room number and assigned table.
- ❖ Take a quick break and go to your assigned room.
- ❖ Start promptly at 11:30.

