

SSIP Workgroup

October 26, 2022 Meeting Notes

Workgroup Participants: Jaylene Trueblood, Emily Amerson, Dawn Lero, Elizabeth Lyon, Kelly Hill, Naomi Grinney, Brandie Kendrick, Sarah Moore, Tracy Walters, Anne Brager, Jackie Robinson Brock, Lisa Terry, Deana Buck, Kyla Patterson

Absent: Jessica Monaco, Kathryn Marchese

**Objectives to Consider and Current Status:**

Broad Improvement Strategy 1: Identify and implement initial and ongoing eligibility determination and assessment for service planning practices related to social-emotional development that effectively inform eligibility decisions, the child outcome summary process, IFSP development and service delivery

1. Establish recommended and/or required practices for use of a social-emotional screening tool(s) as part of eligibility determination and for ongoing developmental monitoring
* Survey of Current Practices sent to all local system managers.

1. Establish recommended and/or required practices for use of a social-emotional assessment tool(s) as part of initial and ongoing child assessment and additional questions on the family assessment tool
* Survey of Current Practices sent to all local system managers.

1. Develop recommended practices around including eligibility and/or assessment team members with Infant Mental Health or related expertise
2. Examine inequities/bias in eligibility determination and assessment practices/tools
* Being addressed as part of tool review

1. Explore screening or assessing for other factors that impact infants’ and toddlers’ social-emotional development, such as parental depression, anxiety, trauma, parent-child interaction and temperament
* Establish a committee

Link to Assessment Toolkit Developed from Previous SSIP: https://static1.squarespace.com/static/59a023cfbe42d6bbb81d66a5/t/6170721bc7954478de6b55ae/1634759195468/Assessment+Protocol+Toolkit.pdf

Broad Improvement Strategy 2: Identify and implement evidence-based service delivery practices to promote positive social-emotional development for all eligible infants and toddlers and provide effective intervention to address delays and concerns

a. Explore available evidence-based practices to support positive social-emotional development and social relationships (e.g., Pyramid Model, PIWI, FAN, DEC Recommended Practices) in order to identify a core practice that will be implemented statewide

* Survey of Current Practices sent to all local system managers including a question about the pyramid model.
1. Understand from various communities, including those who are here as refugees and immigrants, what the concept of “social-emotional skills” means to them and what is important in their culture related to infants’ and toddlers’ skills in this area of development
* Establish a committee

 **Action Items and Discussion:**

1. Introductions of new members.
	* Deana Buck is the CDC Learn the Signs Act Early Ambassador for Virginia. She has many years of previous work experience in Early Intervention and hopes to help connect our work with the Learn the Signs program.
	* Kyla Patterson is the new Early Intervention Program Manager taking over from Catherine Hancock.
2. Anne Brager reviewed State and National Results of 3 question Environmental Scan.
	* Survey was developed by SSIP workgroup and approved by the Data Management Committee and DBHDS leadership. It was sent to all local system mangers via survey monkey and LSMs were given several weeks to complete. Introduction included how the information would be used – what screening and assessment tools are being used across Virginia and what is the status of implementation of the Pyramid Model. Descriptions of screening and assessment were included.
		+ 21 responses were received. 85.71% use the ASQ- SE2 for screening. MCHAT, MEISR and SEAM were the second, third and fourth most used screening tools.
		+ Most systems reported in comments that they are using the social-emotional section of the ELAP for screening.
		+ 71.43% of respondents recommend rather than require use of a screening tool.
		+ Screening tools are used mostly at intake (57%) then as needed (52%)
		+ 71.43% use the ASQ-SE2 as an assessment tool.
		+ 55% recommend use of an assessment tool rather than require.
		+ 62% use an assessment tool as needed.
		+ 68% of systems responded they did not have anyone trained in the Pyramid Model.
		+ Summary – most systems use the ASQ-SE2, most recommend use of a tool, and most do not have providers trained in the pyramid model.
	* National Survey showed most states recommend use of a screening or assessment tool and ASQ-SE2 is most used tool.
	* Committee members would like to know more about how systems are using the ELAP for social-emotional screening.
	* Committee members were also surprised how much the MCHAT was used.
		+ Some felt this tool is not exclusively a social/emotional screening tool. Some systems may have marked this option because they use the tool but are not necessarily using it solely for social-emotional screening.
	* Jaylene attended the DEC conference and gathered information about what other states are doing in relation to the pyramid model. She will share this at our next meeting.
	* Jackie Robinson Brock stated that Project Seed through 2017 addressed cross-sector training, implementation of the Pyramid Model and developed a model leadership plan. She can share what is already in place and available online to promote coaching.
3. Overview of the ASQ-SE2 provided by Brandie Kendrick.
	* Brandie Kendrick used the template from the Assessment Tool kit to update information on the ASQ-SE2 and shared the following information. Anne Brager will update the assessment toolkit with the new review.
		+ There are English and Spanish starter kits as well as Arabic and French versions.
			- The ASQ -SE1 is also available in multiple languages.
		+ Concerns of parents are documented which makes it a useful screening tool.
		+ Checking areas of concern highlights areas to discuss with the family.
		+ Checked areas of concern can also aid in writing outcomes.
		+ Cut-off scores are suggested to identify children which need follow-up. New data cut-offs are based upon recent research with a diverse pool of children.
		+ The ages addressed have been expanded over recent years.
		+ Format lends to identifying areas of concern and planning for areas of action.
		+ Can be completed by parent or caregiver with a provider or independently. All information is gathered from parent or caregiver.
		+ Tool can be used as a web-based application.
		+ Data Brandie Kendrick reviewed affirms this is a culturally sensitive tool.
		+ She shared that a potential disadvantage of using the tool is that it can be seen as one more thing required of providers.
	* Brandie Kendrick shared anecdotal observations from local use of the ASQ-SE2.
		+ She does all initial intakes and assessments for Danville/Pittsylvania.
		+ She noted that ELAP social emotional scores and ASQ-SE2 scores aligned for children where parents did not note concerns.
		+ She noted that ELAP social emotional scores were typically higher (more age appropriate) than ASQ-SE2 scores for children with concerns.
4. Volunteers to review other screening or assessment tools they would like the workgroup to consider to be presented in January.
	* Survey reported use of the ITSEA – Deana Buck agreed to share information on this tool.
	* Naomi Grinney will present on the POSI.
5. Plan for establishing workgroups for impact factors on SE development and Immigrant/refugee understanding in VA.
	* Committee members were asked to consider if they had an interest in serving on one of these subgroups or knew of someone who might.
		+ Kyla Patterson shared that Dana Yarborough had done a great deal of work in this area with the Center for Family Involvement and would be a good resource.
	* January is targeted start date for sub-workgroups.
6. Next Steps
	* Liz Lyons will review the SEAM and provide an overview to be shared at the next meeting.
	* Jaylene Trueblood will review the MCHAT and provide an overview to be shared at the next meeting.
	* Dawn Lero will provide overview of resources to support implementation of the pyramid model at the next meeting.
	* Jaylene Trueblood will share what she learned at the DEC conference about how other states are using the pyramid model at the next meeting.
	* Deana Buck will review the ITSEA and provide an overview to be shared in January.
	* Naomi Grinney will review the POSI and provide an overview to be shared in January.
	* Identify sub-workgroup participants and a target start date in January.
	* Jackie Robinson-Brock will present an overview of Project SEED in January.

**Next Meeting:**

* 12/16 at 12:00 – 1:30
* Overview of SEAM, MCHAT and resources to support implementation of the pyramid model.
* Update on status of sub-workgroups

**Resources Shared on 10/26/2022 Call**

**Supporting Providers:**

Rapid Interactive Screening Test for Autism in Toddlers (RITA-T) <https://www.childrenshospital.org/research/labs/rita-t-research>

A great resource lots of information for Early Intervention implementation of the Pyramid model including tools

<https://challengingbehavior.org/>

<https://challengingbehavior.org/docs/IECMHC_Crosswalk.pdf>

The VDH-funded Developmental Screening Initiative (work in 6 localities across Virginia to increase capacity for developmental screening in child care).

<https://www.vdh.virginia.gov/child-development-services/>

**Supporting Families:**

Environmental Screening Questionnaire (ESQ™): An environmental screener to better support families. Get a fuller picture of each family’s strengths and needs—and guide your decision-making about next steps—with the Environmental Screening Questionnaire (ESQ™), the newest tool from the developers of the renowned ASQ® screeners. A free resource.

<https://agesandstages.com/products-pricing/esq/><https://agesandstages.com/free-resources/articles/using-the-new-environmental-screening-questionnaire-esq/>

Cultural Broker Initiative: Cultural Brokers are specific to immigrant, refugee and/or racial/ethnically diverse populations. The primary role of Cultural Brokers is outreach to organizations and groups in Virginia (and country) with whom the CFI (and the Partnership for People with Disabilities) should partner with to meet the needs of culturally and linguistically diverse families with children with disabilities. Cultural Brokers also represent the CFI on local, state, and national committees.

<https://centerforfamilyinvolvementblog.org/family-to-family-network/programs/cultural-broker-initiative/>

<https://centerforfamilyinvolvementblog.org/wp-content/uploads/2020/05/Cultural-Broker-Initiative-1.pdf>

Points from Chat:

* This is why I think the ASQ-SE2 is so successful, it identifies where this child is falling in social-emotional development, you can prep the family, and offer resources that may be needed from there
* I think it is also critical for practitioners/parents to understand that if a child is not doing well socially-emotionally, they will struggle with self-regulation that allows them to attend to task to work on the other learning domains
* That’s a good point that staff may need more support. I’ve seen it tend to be used as a checklist without much intentional thought about it after.
* The ECMHC pilot with UVA used the BITSEA the ITSEA is much, much longer

Other tools to consider:

* ITSEA
* TABS (Temperament and Atypical Behavior Scale)
* PICCOLO was also mentioned right?
* BITSEA: Brief Infant-toddler Social and Emotional Assessment
* <http://disabilitymeasures.org/POSI/>