

Data-based Decision Making: Tools for Improving Practice



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Background

- OSEP focus on results
- National trend on implementing quality practices to improve results

Purpose of Tool

- To assist Part C (state and/or local programs) in identifying ways to improve results for children and families through implementation of quality practices

Input on the Tool

- Jointly developed by NECTAC, ECO, and RRCP
- State and TA provider input
 - WRRC 2010 APR Clinic
 - ECO TA Cadre
 - Broader group of NECTAC and RRCP staff

Linking Practices to Outcomes

- Includes key quality practices that have direct impact on child and/or family outcomes
- All practices impact all child and family outcomes but:
 - ☆ - most direct impact
 - ✓ - lesser, yet still direct, impact

How It Can Be Used

- Analyzing local program child and family outcome data for improving practices
- Analyzing statewide child and family outcome data for state improvement
- Orienting programs/providers to key practices that support child and family outcomes
- Conducting self-assessment of state or local performance on practices

Effective Practices	Family Outcomes			Child Outcomes		
	Know rights	Communicate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Knowledge & Skills	Meet Needs
1. Gather information from the family regarding: their interests; important people and places in their lives; their concerns, priorities, and resources; and what's working/what's challenging in participating in everyday routines and activities. (NOTE: Gathering information from the family occurs overtime and prior information is reviewed and revisited with the family throughout the IFSP process).						
<ul style="list-style-type: none"> Discuss how information gathered from the family is used in planning the assessment and in developing IFSP outcomes, strategies and services. 	√	√	√	√	√	√
<ul style="list-style-type: none"> Use open-ended questions that encourage the family to share their thoughts and concerns; ask strength- and interest-based questions. 		★	√			
<ul style="list-style-type: none"> Discover family preferences for sharing and receiving information as well as the family's teaching and learning strategies they prefer to use with their child. 		√	√			
<ul style="list-style-type: none"> Begin gathering functional information about the child's participation in everyday activity settings within routines and across settings using the 3 global outcomes. 		√	√	√	√	√
<u>Reflections and Comments:</u>						
2. Throughout the IFSP process and ongoing intervention, provide written prior notice at all appropriate times, obtain parent consent for evaluation/assessment and IFSP services, and ensure procedural safeguards are fully explained.						
<ul style="list-style-type: none"> At intake, explain how EI has rules and procedures that providers must follow. 	√					
<ul style="list-style-type: none"> At intake, review with the family procedural safeguards provided in the program materials and inform them you will review them at different points throughout the process. 	★					
<ul style="list-style-type: none"> At intake, explain confidentiality. Make sure that the family knows they should only share information they are comfortable sharing. 	★					
<ul style="list-style-type: none"> When explaining procedural safeguards, ask the family if they have any questions and if information is clear and understandable. Ask, "Do you have any questions about why we need to do it this way?" 	√					
<u>Reflections and Comments:</u>						

Discussion

1. What do you think about the document in general?
 - What do you like?
 - Is there anything you dislike or find confusing?

Discussion

- How might you use the document (audience, activity)?

Discussion

- Is anyone on the call who has had an opportunity to try the tool? (e.g. some of our states who helped us to review/pilot the tool)
- If so, is there anything you'd like to share about how you used the tool and how it went?

Improving the Tool

Send ideas to:

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