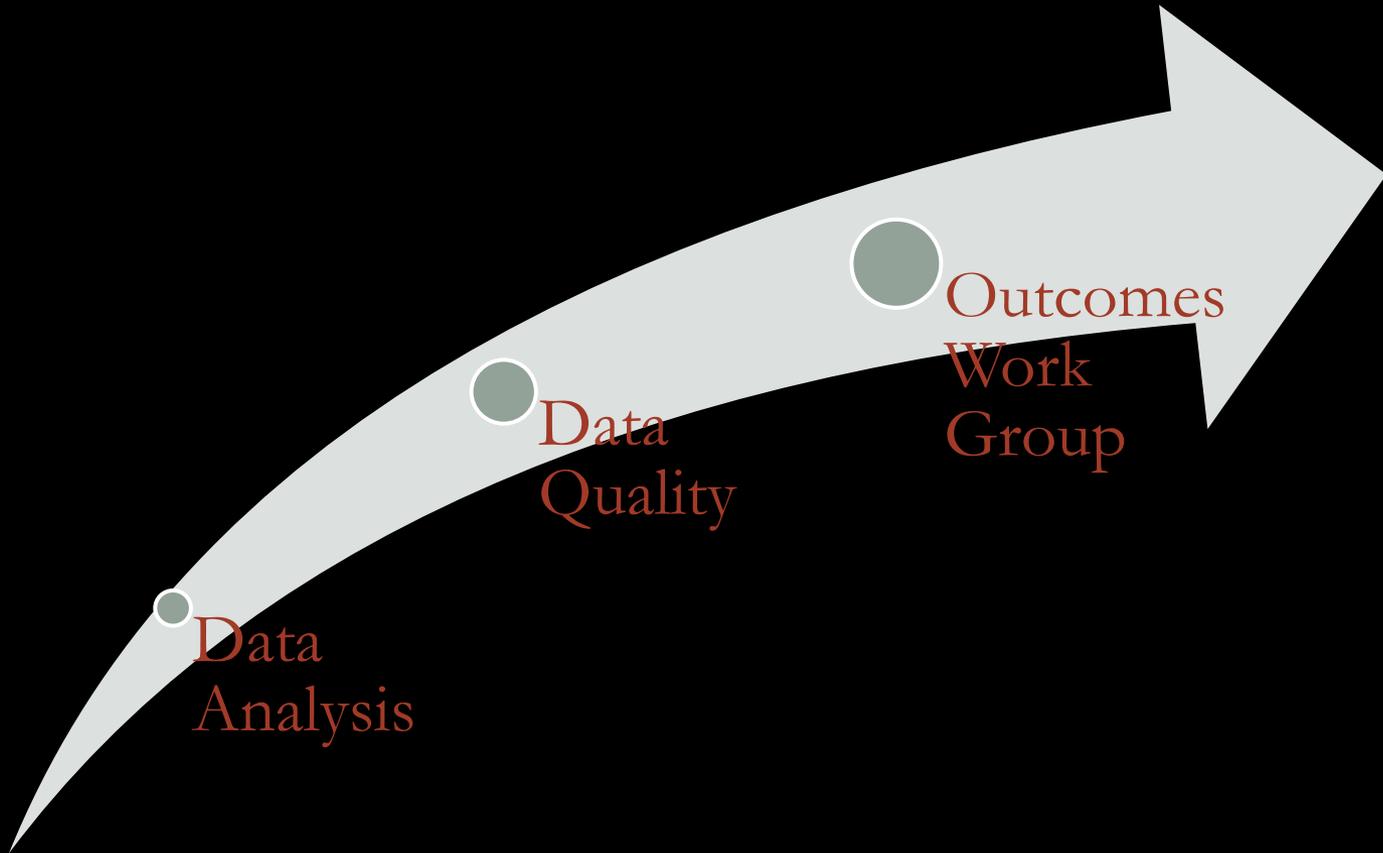


MONTANA MILESTONES/PART C
EARLY INTERVENTION

State Systemic Improvement Plan

OUR STORY



Data
Analysis

Data
Quality

Outcomes
Work
Group



**STATE IDENTIFIED MEASURABLE
RESULT**

Outcome 1: Improved Social-Emotional Skills

WHY?

- Early social/emotional development and physical health provide the foundation which cognitive and language skills develop.
- High quality early intervention services can change a child's developmental trajectory and improve outcomes for children, families, and communities.
- Social and behavioral competence in young children predicts their academic performance in the first grade over and above their cognitive skills and family background (Raver, C.C. & Knitzer J., 2002)



SSIP – PILOT SITES

Child Development Center (CDC) – Flathead, Lake, Lincoln, Mineral, Missoula, Ravalli, and Sanders Counties

The Developmental Educational Assistance Program (DEAP) – Carter, Custer, Dawson, Fallon, Garfield, Powder River, Prairie, Rosebud, Treasure, and Wibaux Counties

- Contrast of micropolitan or metropolitan and rural as well as population growth and decline.
- Both include significant American Indian populations.
- Both are responsible for thousands of miles of territory.

MONTANA MILESTONES' HYPOTHESIS

- Positive social, consistent relationships are base from which development is possible;
- Actual Outcome A, improving social/emotional skills including personal relationships, data may or may not be accurate; however, current data does not imply continuous improvement in this Outcome state-wide;

AND...

- Interventions with infants and toddlers and their family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations;
- Professional development provided for early intervention staff addresses service delivery and includes the early intervention process, from initial contacts through transition. It must be dynamic and individualized to reflect the child's and family's preferences, learning styles, and cultural beliefs.

LAST BUT NOT LEAST...

- Consistency for writing functional outcomes based upon children's and family's needs and family identified priorities is essential;
- Consistent measurement of entry and exit Child Outcomes is compulsory;
- Recurrent monitoring of IFSP promised services compared to IFSP services delivered and Outcomes are crucial to determining successful implementation of strategies to improve social/emotional outcomes for infants and toddlers with disabilities and their families.

**MONTANA MILESTONES/PART C
THEORY OF ACTION**

Professional Development

- If a systemic and sustainable professional development structure is developed to increase understanding and competence in components of Part C Early Intervention...

Then...

- Family Support Specialists will have access to standardized professional development necessary to consistently and effectively implement and maintain current and new evidence-based practices.

COLLABORATION

If a comprehensive definition of Montana Milestones/Part C Early Intervention Program is developed and shared with Stakeholders, families, and partner agencies...

Then

Montana's early intervention roadmap of evidence-based practices, supports, services, policies, and procedures will be consistent within each Part C provider agency and throughout the State.

ASSESSMENT PRACTICES

If Montana investigates and determines appropriate functional assessment methods to identify social-emotional needs of infants and toddlers with disabilities and their families...

Then

Appropriate interventions to enhance a family's ability to support social-emotional development will be identified.

FAMILY INVOLVEMENT

- If Family Support Specialists develop functional IFSP outcomes with families related to social-emotional development for their infant or toddler...

Then...

Families will have the necessary resources needed to help them better understand their child's social-emotional development and needs.

MONITORING AND ACCOUNTABILITY

If Montana establishes a State-wide quality improvement and assurance system that reviews, monitors, and provides guidance to enhance early intervention practices...

Then

Montana's Part C Early Intervention providers will be supported as they implement evidence-based practices, and receive effective oversight and guidance.



THEN...



...an increased percentage of infants and toddlers with disabilities will leave the program with progress made in social-emotional development.

WHAT IS NEXT?



SSIP - Phase II

- Examining infrastructure
- Supporting providers' implementation
- Evaluation

BEAUTIFUL DAY...



BEAUTIFUL DAY



Happy Mother's Day!