

The UPDATE

News and Information for Massachusetts EI Providers October 2015



Important Dates...Mark your Calendar!

October 2015: NCSEAM Family Survey Distribution Month

October 27, 2015, 10—11am: Transportation Update from Perry Fong, HST

Transition Forums:

October 29, 2015: Holyoke Community College, 9am—3:30pm

Space is still available to register. Please consider reaching out to your Early Childhood partners to register as a team.

October 30, 2015: Best Western Royal Plaza Hotel, Marlborough, FULL

November 12, 2015, 9:30—1pm: ICC Meeting—Best Western Royal Plaza Hotel and Conference Center

Resources Attached: [IHR—Early Childhood Trauma Integration Initiative Request Form](#); [DPH ICD—10 Guidance](#); [EPS Region 1 Sponsored Trainings: Strength-Based Approaches to Supporting Young Children & Families Facing Adversity](#); [MA Standards for Preschool and Kindergarten in the Domains of Social Emotional Learning and Approaches to Play and Learning](#)



DPH Updates: Personnel Database Reconciliation

In ongoing discussions with the MEIC Board, the DPH will be initiating its periodic reconciliation of the EI Personnel Database to ensure accurate data for state and federal reporting purposes, at the end of October/early November. Your participation in this process will assist the DPH in maintaining up-to-date information regarding EI Specialists' employment status which may impact CEIS portfolio due dates and the determination of the number of Developmental Specialist (D)s an EIP may hire.

Each program will receive the active list of staff from the Personnel Database. Programs will have the option to make changes/revisions/updates "in red" either on the hard copy or electronically in the document.

Please review each name on the list and provide the following information in red:

- Correction of any information that is incorrect or missing (e.g. spelling of names, date of hire, change in hours and date that change occurred, etc.);
- NPI numbers for all direct service staff;
- Month and year of date of resignation for anyone who has left your program;
- The name, email and telephone number of a contact person at your Program to be contacted should the Department have questions regarding changes to this list;
- If a staff person is not in the database, please mail a [signed Provisional Tracking Form](#) to Susan Breen's attention.

If you have any questions regarding the list, please contact Susan at 617-624-5419 or Susan.Breen@state.ma.us. Please send completed forms either electronically or by mail to:

Susan Breen
MA Department of Public Health
250 Washington Street-5th Floor
Boston, MA 02108

The **deadline for completion is December 1, 2015**. A cover letter reminding everyone of the process will be distributed with the active list of staff.

ICD—10 Update

Please see the attached [Guidance for the Assignment of ICD-10 Codes](#) from the Department of Public Health.

DPH Reminder: Accidental/Unexpected Death of a Child

Please keep the Department informed through your Regional Specialist, of any unexpected death of a child enrolled in your program. The Department is required to submit a Critical Incident Report to the Commissioner of Public Health's Office in the event of a sudden/unexplained death of a child enrolled in any DPH programs. The information must be shared in a confidential manner (i.e. secure mail) and should include the nature of the incident, child's age, DOB, initial referral date, eligibility type, enrollment history, types of IFSP services, most recent visit by the Early Intervention service provider, discharge date (if applicable) and any other state agency involvement. If you have any questions or need further clarification please contact your Regional Specialist.

Specialty Services Update: Project EARLY: Engagement, Assessment, Referral and Linkage for Young Children

Navigating Systems for Young Children with Social-Communication Concerns

Emerging evidence demonstrates that autism spectrum disorder (ASD) can be reliably diagnosed by age two, and that early identification and intervention can improve outcomes. Low-income and minority children with ASD, however, are diagnosed later and experience greater delays in service provision than their white and more financially advantaged peers. Project EARLY is a 5-year study funded by the National Institute of Mental Health that is testing two different care systems designed to support families of young children who are at risk for ASD. In the study, families are randomized to receive either a conventional care manager or a family navigator. We are hoping to learn the most effective ways to reduce disparities in early autism diagnosis and linkage to services.

The basic structure of both intervention arms is a collaborative care system. The conventional care management arm is consistent with the type of care provided within a traditional – but high quality – medical home. The family navigation arm provides more intensive, individually tailored, care coordination and family support to assist the family to complete the developmental evaluation and access recommended services following a diagnosis. Additionally, all families in the study receive an expedited developmental evaluation at Boston Medical Center's Developmental/Behavioral Pediatrics Clinic.

We are currently collaborating with primary care providers at Boston Medical Center Pediatrics, Codman Square Health Center, DotHouse Health, South End Community Health Center, East Boston Neighborhood Health Center, and MGH Chelsea Pediatrics to involve families in the study. We will likely be working with many of the families served by the Boston-area Early Intervention agencies and coordinating with Early Intervention providers to help families access specialty services.

For more information, please contact:

Jenna Sandler
Project Manager
Boston University School of Public Health
617-414-1386
jenmiche@bu.edu



Project EARLY

Navigating systems for children with social-communication concerns

NCSEAM Family Survey Discussion—What Can We Do Differently and Better?

We need your help. Please join interested stakeholders to discuss strategies to improve distribution, return rates and use of data.

DPH is required to report on Family Outcomes to OSEP (Office of Special Education Programs). Family Outcomes are measured using the NCSEAM Family Survey. Over the past year, we have done quite a bit of analysis of the Survey data; looking at distribution methodology, return rates and level of family endorsement of specific Survey questions.



If you are interested in hearing what we've learned and providing input to help develop strategies to boost returns, increase Survey distribution in multiple languages and identify ways to use the data that go beyond the three percentages we report to OSEP, we welcome your participation!

When: Thursday, December 3, 11:30 -2:00

Where: Criterion Valley EIP, Milford

Please let us know if you are coming by emailing: suzanne.gottlieb@state.ma.us

Don't forget. October is NCSEAM Family Survey Distribution month. Families whose children have been enrolled for at least six months, who did not receive a Survey in March 2015, should be given a Survey this month.



Massachusetts Early Intervention Training Center

EITC Updates: Institute for Health and Recovery—Early Childhood Trauma Support

The Department is again working with the Institute for Health & Recovery (IHR) to develop an application for those EI Programs interested in obtaining guidance, technical assistance and support on becoming a "trauma informed organization;" and to work on identifying a "Trauma Champion" within their organization. This project was initiated in FY '15 with five programs participating. The first year served as a "pilot" providing the DPH with valuable information for moving forward again this year.

Six early intervention programs will be selected participate. The application is attached. Please submit your application by November 20, 2015. Thank you.

SIGN UP for the MISSION AND KEY PRINCIPLES Training

Thank you to the 49 programs that have already signed up for the Mission and Key Principles training: Putting the Key Principles into practice!

If you have not yet scheduled a training date, please click here to sign up: www.signupgenius.com/go/30e0d49aeab2baafa7-putting

If you have any questions about the logistics of the training, please contact me at: noah.feldman@state.ma.us

Certification (CEIS) Portfolio Reviews

Since July The DPH has experienced a significant influx of CEIS portfolios. There are a limited number of panel reviewers, so this additional number of applications has stretched our resources. We are in the process of communicating with Panels to determine whether they can take on additional reviews, but we are asking that applicants be patient and understand that the timeframes to getting back to the applicants will be taking longer.

ADDITIONAL Building a Community, Part I Workshop

After looking at our training calendar and enrollment in current BAC trainings we have decided to offer an additional BAC 1 November 6th at Criterion Valley in Milford. We hope this additional training will better meet the training needs of the field and will increase the enrollment of the four additional BAC IIs being offered in November and December. Please contact Emily Webb (emily.webb@state.ma.us) with any questions. Click to register: www.cvent.com/d/7fqmb

EITC Survey: Communication with EI Staff

The EITC is working on creating an ongoing email newsletter for early intervention providers. We will use this newsletter to share current research, professional development/training resources, assessment/evaluation tips, and other information direct staff may find helpful in their work with families. Below is a survey monkey link, we would like to better understand how you currently share information with staff. This information will help us determine the best way to distribute our newsletter. Thank you in advance.

<https://www.surveymonkey.com/r/7MPV5VN>

FY '16 Trauma Integration Initiative Request Form

Name of EI Program:

Contact person:

Address:

Phone number:

Fax number:

Email:

Write 2-3 sentences about why you want to participate in this initiative and how it will enhance your program's services for children and families:

Write 2-3 sentences summarizing how supervisors in your program will utilize the content of the initiative to support staff in implementation of the IFSP process.

Would you be willing to present your program's experience/benefits/challenges of this process at a statewide meeting? Yes _____ No _____

Number of:

Administrators _____

Supervisors /Team Leaders _____

Professional staff members _____

Support staff members _____

Other (please specify) _____

The Executive Director of my agency and the EI Program Director will commit staff time for:

4-hour training of all staff (including support staff, maintenance, financial, anyone who has contact with children and families (and some who may not) **NOTE:** this can be done in 2 parts

Monthly meetings for staff who form Trauma Integration Team

Yes _____ No _____

Signature _____

Please submit this completed application by Tuesday, November 20th to:

Jean Nigro
Early Intervention Training Director
Massachusetts Dept. of Public Health - Regional Health Office
365 East St.
Tewksbury, MA 01876

EPS Region 1

Sponsored Trainings

Strength-Based Approaches to Supporting Young Children & Families Facing Adversity

Thursday, October 22, 2015 - Understanding & Supporting Young Children Impacted by Trauma – Holiday Inn Express, Westfield MA

Thursday, November 05, 2015 – Recognizing Parent Mental Illness and Understanding its Impact on Young Children – Holiday Inn Express, Westfield MA

Sábado, Noviembre 21, 2015 - Comprendiendo y Apoyando a los Niños Afectados por el Trauma – Holyoke Community College Kittredge Center, Holyoke, MA

Tuesday, December 08, 2015 – Supporting Young Children Who Have Been Exposed to Violence - Holiday Inn Express, Westfield MA



Funded through Race To The Top
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U.S. Dept. of Health and Human Services

Massachusetts Standards for Preschool and Kindergarten in the Domains of Social and Emotional Learning and Approaches to Play and Learning

The Department of Early Education and Care (EEC) is pleased to announce new Massachusetts Standards for Preschool and Kindergarten in the Domains of Social and Emotional Learning, and Approaches to Play and Learning. These Standards bring attention to these critical areas of development and learning, and further support a learning continuum from birth through school age and give the early childhood field a framework for best practices to support the development of these important competencies. The Social and Emotional Learning, and Approaches to Play and Learning Standards were developed as a collaborative initiative between the Department of Early Education and Care (EEC) and the Department of Elementary and Secondary Education (DESE) with funding from the Race to the Top-Early Learning Challenge Grant. EEC has adopted these Standards to promote early educational practices underlying emotional well-being, pro-social behavior and social competence, outcomes essential for students' later success in school and in relationships throughout life.

The Social and Emotional Learning Standards focus on the following areas: Self-Knowledge, Self-Management, Social Knowledge, Relationship Skills, and Responsible Decision-Making. The Approaches to Play and Learning Standards focus on the following areas: Initiative, Curiosity, Engagement/Persistence, Creativity, Cooperative Play and Learning, Problem Solving, Organizational Skills, and Memory. The Standards, which have been translated into multiple languages, can be found at www.mass.gov/edu/birth-grade-12/early-education-and-care/curriculum-and-learning/pre-school-and-kindergarten-standards.html.

These Standards are grounded in the following foundational documents: the Early Learning Guidelines for Infants and Toddlers; the Guidelines for Preschool Learning Experiences; the Kindergarten Learning Experiences Guidelines; the Head Start Child Development and Early Learning Framework; the Massachusetts Curriculum Framework for English Language Arts and Literacy: Standards for Pre-Kindergarten and Kindergarten; and the Massachusetts Curriculum Framework for Mathematics: Standards for Prekindergarten and Kindergarten.

The Standards give the field a framework for supporting the development of these important competencies and should be considered in the context of the larger developmental continuum for these two domains. Supporting children's social and emotional learning and approaches to play and learning should be embedded across all developmental domains and all curriculum areas. "*Building Supportive Environments*" is a companion document to the Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning that provides guidance on creating the conditions for effective use of the Standards.

The Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning and "*Building Supportive Environments*" all represent the efforts of interagency collaboration, consultation with national experts, and extensive input from the diverse early childhood field and work of knowledgeable early childhood professionals.

The Department of Early Education and Care and the Department of Elementary and Secondary Education are currently working with a vendor to develop high quality trainings for early educators, Kindergarten teachers, administrators, directors and family engagement practitioners. These professional development trainings will be offered in 2016 and will provide opportunities for the field to better understand and implement the Standards.