



# Beyond Bubbles and Blocks

Tips for MA EI Home Visitors



## Meet our Staff:

Emily Webb is the training coordinator for the Early Intervention Training Center. At the EITC she coordinates trainings and oversees some of our special projects such as Shishmanian Grants and Internship support. Emily began working in Early Intervention in 2008 as a developmental specialist and has a passion for research and best practice. When not working she is busy with her small children.

*We know from a 2015 research study conducted by UMASS Boston focusing on accuracy of administration of the BDI-2 in MA EI programs that... Fidelity scores for adherence ranged from 32 to 87% and that teams demonstrated the highest percentage of errors for using the incorrect verbal prompt when administering structured items.*

## Shishmanian Grants...

Each year the Early Intervention Training Center and the Department of Public Health provide funding for Shishmanian Grants. Grants for senior practitioners support them in expanding their knowledge and skills in an area of interest.

Additionally, grants for students entering the field of Early Intervention provide support for internships at DPH certified Early Intervention Programs. Current EI staff enrolled in academic programs leading to

an advance degree or Early Intervention Certificate may also apply. New this year are grants for Program Directors seeking to enhance their motivational leadership or business management skills.

This is a unique opportunity to engage in lifelong learning through professional development. These grants allow people to build their knowledge and skills in ways that will enhance the families we serve and our Early Intervention system as a whole. **Please visit our website for more information!**

## Evaluation/ Assessment tip



Did you know that when administering the BDI-2 each structured item has its own very specific set of instructions? In order to administer items to fidelity we should pay special attention to these individual and specific instructions!

For example FM 6, 8, and 10 all look at the progression of the development of a pincer grasp, but each item has its own unique instructions. FM 6 instructs us to place the marshmallow or raisin on the table where FM 8 and FM 10 specifically instruct us to drop the marshmallow or raisin onto a white piece of paper in front of the child. By not following the instructions we risk changing the construct of the item and not administering it to fidelity.

Think about how the different instructions could change what the child would do? What is the impact on the child when items are administered inconsistently?

Intervention Training Center

Emily Webb  
(781) 774-6622  
[Emily.webb@state.ma.us](mailto:Emily.webb@state.ma.us)  
[www.eitrainingcenter.org](http://www.eitrainingcenter.org)

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