



Beyond Bubbles and Blocks

Tips for MA EI Home Visitors



Meet our Staff:

Susan Breen is the certification coordinator for the early intervention training center. At the training center she manages certification tracking, CEIS, PCAS, the personnel database and our CEC application process.

Laura Guida works with us through AdCare educational institute and oversees all of our workshop registrations and certificates.

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... 42% of the time teams are administering interview items to fidelity. Teams demonstrate the highest percent of errors for skipping relevant questions, followed by using the incorrect verbal prompt, and then cueing the parent.

Tips and techniques...

M'Lisa Sheldon and Dathan Rush have published the following briefcase article providing strategies for EI providers to better understand how to write high quality IFSP outcomes.

http://fipp.org/static/media/uploads/briefcase/briefcase_vol2_no1.pdf

Visit the article to learn more about family and child based IFSP outcomes. The authors discuss the challenges of gathering information from families as well as what information EI providers need to gather to develop IFSP

outcomes. They discuss observing children and families and how the information gathered can help inform outcomes. They also identify tools that providers can use to help gather information from families about priorities, participation, and needed resources or supports. Lastly the article discusses the six criteria for ensuring that outcomes are of high quality, giving some excellent examples and explanations of those criteria and how to make sure they are present in your IFSP outcomes.

Evaluation/ Assessment tip



When we choose to use the standardized interview procedure as our method for administering and scoring a BDI-2 item, it is important that we ask the questions exactly as they are written in the domain books. Often teams ask questions in the context of an example. This practice can result in guiding the conversation in a specific direction and may not lead to an accurate answer to the question about the skill being assessed.

It is also important that we ask all of the questions for each item in the book. If we combine or skip questions we may not be able to understand how frequently a child demonstrates a skill therefore making it impossible to determine an accurate score.

Think about why we change the question or omit a question when using this procedure. What is the impact on the parent when we do this?

Early Intervention Training Center

Emily Webb

(781) 774-6622

Emily.webb@state.ma.us

www.eitrainingcenter.org

October 2016