

Objectives

- Provide EI system with a tool to evaluate outcome statements and strategies documented in Individual Family Service Plans (IFSPs) throughout Ohio.
- Explore the utility of the tool in professional development if EI service coordinators and providers

PROJECT STEPS

1. Formation of an advisory committee comprised of **key state early intervention stakeholders** and stakeholder feedback.
2. Piloting and refining too.
3. Community validation of the tool by examining its reliability, validity, and feasibility.
4. Explore utility as a professional development tool.

Instrument Development

INSTRUMENT DEVELOPMENT:

- Regular meetings with stakeholders
- Pilot testing and refined instrument in order to improve consensus on ratings.

Initial Reliability Project:

- **150 outcome statements** were randomly selected from the 456 ratings sent from 12 counties in Ohio
- Three university-based raters
- **Completion Time:** On average, raters completed the entire instrument in **5.1 minutes per outcome**.
- **Perceived Ease** was rated as follows: 1=no items were difficulty to rate-5 = all items were difficult to rate.

Instrument: IFSP-OAT

- Outcome Assessment Tool (OAT): 9 items
 - Measurability
 - Functionality
 - Meaningfulness
- Strategy Assessment Tool (SAT): 7 items
 - Multiple People/Environments
 - Within Family Context
- Family-based Assessment: In process

6. Does the outcome specifically state what the child will do, and is the behavior able to be observed and measured (i.e., can one clearly assess whether or not the behavior has occurred)?	0	No. The outcome is vague in nature and could be interpreted in a number of ways (e.g., "Child will do better at feeding").
	1	The outcome describes a specific behavior that can be observed (e.g., sit, drink), but it is not clearly defined, not clearly measurable, or is broad in nature (e.g., "Child will feed himself during mealtime").
	2	Yes. The outcome is stated in specific and clearly defined terms that can be understood and evaluated by all team members. The outcome includes an observable behavior that can be counted by an observer (e.g., "Child will feed himself with a spoon while sitting in his highchair at mealtime").

Outcome Tool Reliability Study

Item	Overall Agreement	Agree on "0/1"	Agree on "2"	Kappa (95% SE)
1 Understood	95%	1%	93%	0.31 (-0.19, 0.80)
2 Multiple People	97%	0%	97%	0.00 (0.00, 0.00)
3 Criteria	93%	92%	1%	0.27 (-0.15, 0.69)
4 Timeframe	97%	97%	0%	0.00 (0.00, 0.00)
5 Routine-based	95%	80%	15%	0.81 (0.64, 0.99)
6 Observable	73%	49%	24%	0.44 (0.24, 0.64)
7 Active Lang	74%	14%	61%	0.34 (0.11, 0.58)
8 Necessary	55%	36%	19%	0.13 (-0.07, 0.33)
9 Function	85%	74%	11%	0.51 (0.26, 0.76)

Validity

- OAT scores **did NOT** vary by
 - Child Age
 - Eligibility Reason
 - Cognitive Categorization
- OAT Score **DID** vary by County

The IFSP-OAT was able to identify county differences in IFSP Quality

Professional Development Study

- Integrating tool into ongoing supervision
 - Complete Tool 1,2,3 & 6 months
- In Community-based settings we will assess
 - Reliability with Supervisors
 - Feasibility
 - Utility as Feedback Tool
 - Functionality as an Outcome Variable

“This would be a good tool to evaluate how we’re doing and find... places we can improve”

Discussion

- Agreement best for identifying well-written vs poorly written
- Consideration given to removing or revising “Necessary” question due to difficulty with reliability

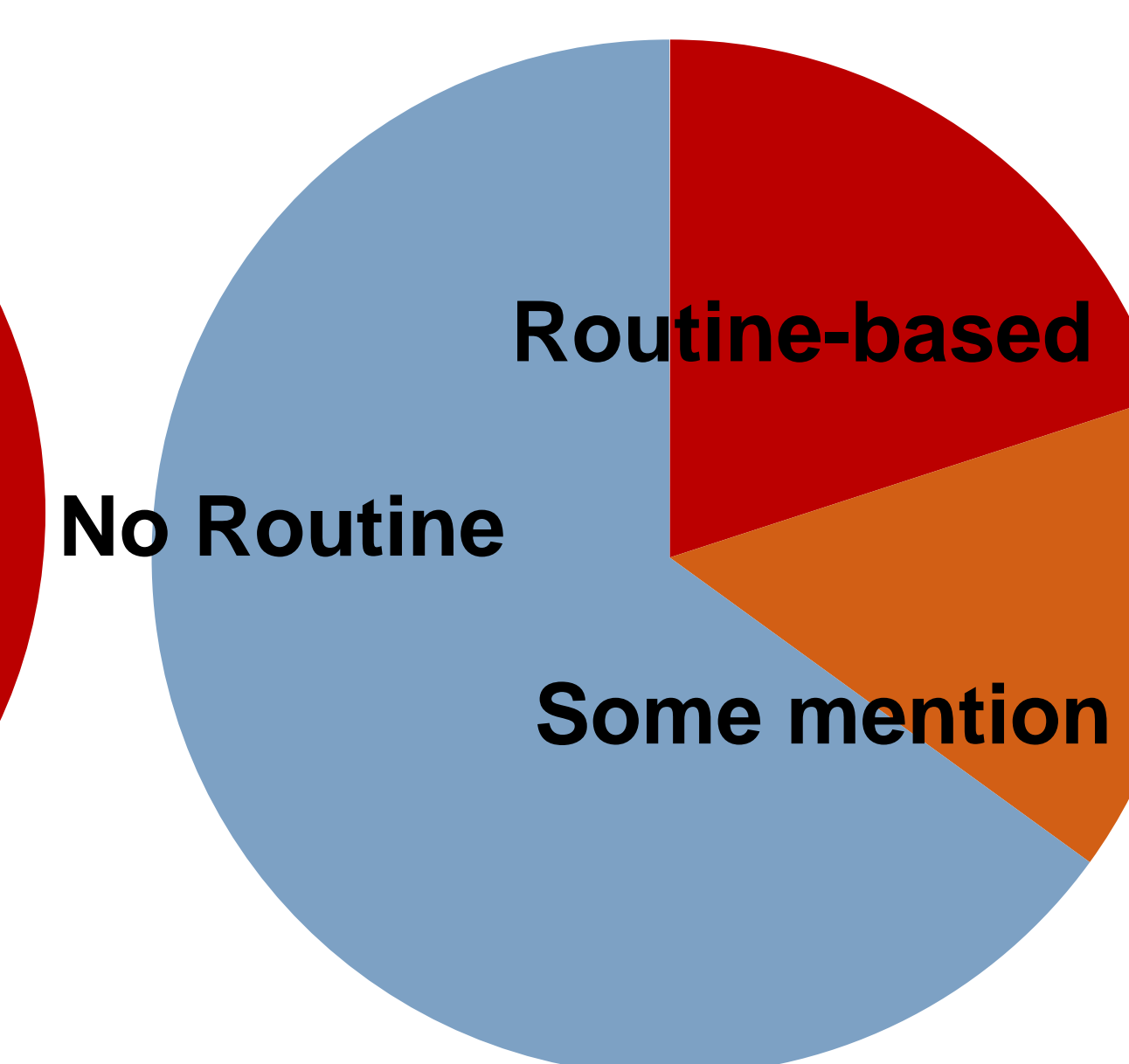
Application

- IFSP-OAT could be used for program evaluation,
- Example: Findings in regard to use of Jargon in IFSP Outcome and strategy sections could be quickly and easily addressed.

Jargon : Outcome Statements



Routine-based



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