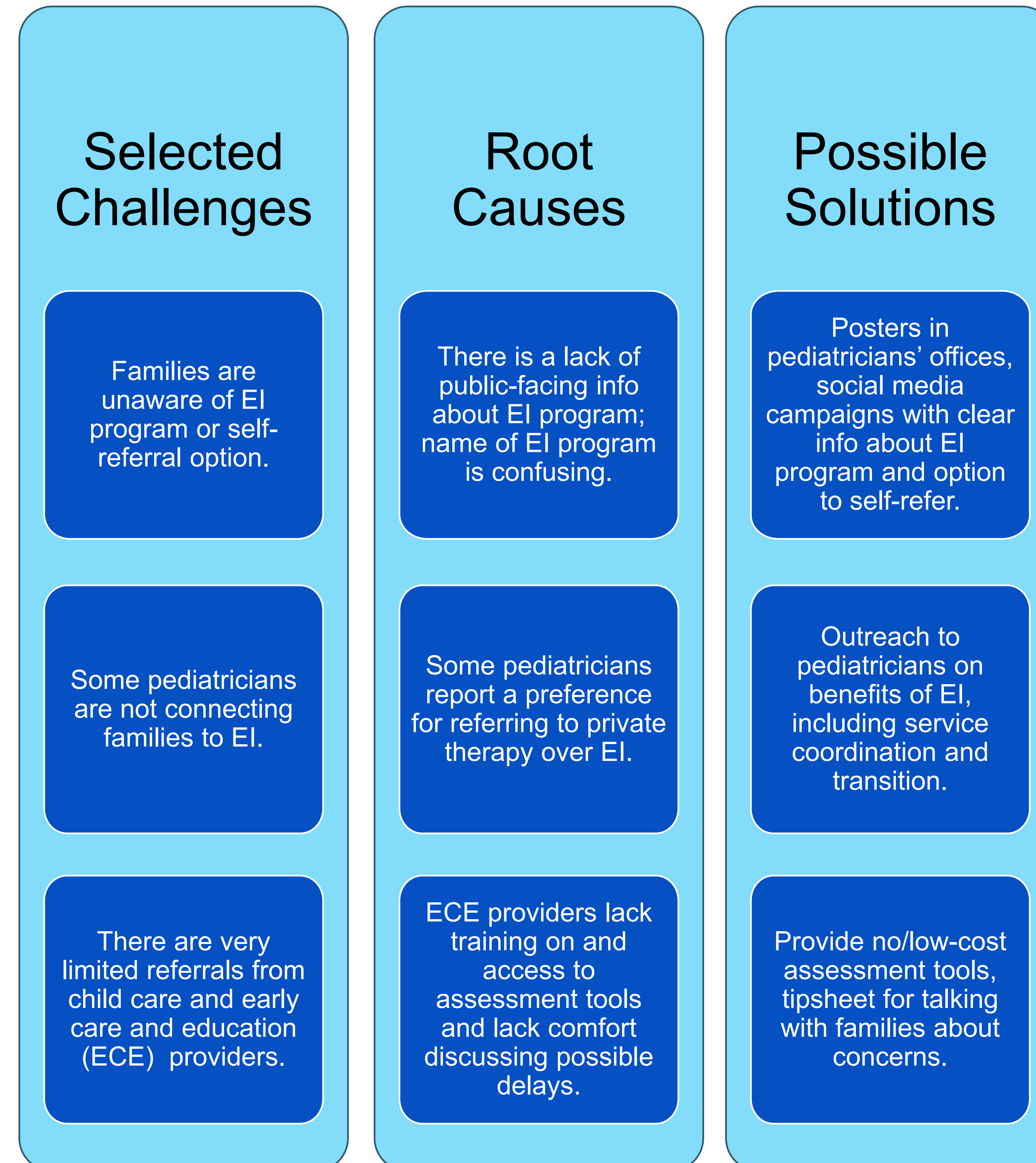


Model Demonstration Overview

- Identifying and serving infants and toddlers with delays and disabilities as soon as possible is essential to their optimal developmental, academic, and life outcomes (Hebbeler & Spiker, 2016; Institute of Medicine & National Research Council, 2000). Yet Part C early intervention (EI) programs struggle to identify and enroll all potentially eligible infants and toddlers (McCoy et al., 2017).
- SRI is implementing a community-engaged model demonstration project aiming to improve child find.
 - Operating in **three county-level sites**.
 - Cross-sector community leadership teams (CLTs) meet monthly to engage in a **systems-change effort to improve the access to and uptake of EI services**.
 - CLTs include staff from EI, early childhood-related agencies/projects, social service agencies, health departments/hospitals, other child find-relevant **key partners**, and **families**.
 - A **state leadership team** addresses state- or system-level barriers and opportunities based on CLT-identified needs.
 - Informed by ABL e Change Framework (Foster-Fishman & Watson, 2012).

Sample Challenges, Root Causes, and Possible Solutions



References and Resources

- Hebbeler, K., & Spiker, D. (2016). Supporting young children with disabilities. *The Future of Children*, 26(2), 185–205. <https://doi.org/10.1353/foc.2016.0018>
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- McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., Yang, R., Koeppe, A., & Shonkoff, J. P. (2017). Impacts of early childhood education on medium- and long-term educational outcomes. *Educational Researcher*, 46(8), 474–487. <https://eric.ed.gov/?id=EJ1161123>
- Foster-Fishman, P. G., & Watson, E. R. (2012). The ABL e Change Framework: A conceptual and methodological tool for promoting systems change. *American Journal of Community Psychology*, 49(3-4), 503–516. <https://doi.org/10.1007/s10464-011-9454-x>
- Government Accountability Office. (2023). *Special education: Additional data could help early intervention programs reach more eligible infants and toddlers*. <https://www.gao.gov/products/gao-24-106019>
- [Child Find Self-Assessment](#)
- [ABL e Change Process: Tools and Resources for Community Systems Change](#)
- [ABL e Change Agent Field Guide](#)

Identifying Root Causes

Each CLT engaged in a root cause analysis process to get to the possible reasons behind the challenges:

- Asked “why” questions about what was underlying the challenges.
- Considered **root causes in six categories**: Mindset, Components, Connections, Regulations, Resources, Power, and Interactions.

Data that informed identification of root causes included:

- Surveys of child care providers and pediatricians** about their developmental monitoring, screening, and referral practices.
- Family interview data**.
- CLT member perspectives**.

Identifying Solutions

Next, each CLT began identifying possible solutions to address the root causes.

- Prioritized challenges** to begin to address.
- Brainstormed strategies** to address each of the categories of root causes.
- Considered **quick wins**.
- Identified **existing efforts** on which to build.
- Considered common **barriers to action**, such as capacity to take on additional responsibilities, and how to overcome them.

Next Steps

- CLTs are continuing to **prioritize strategies** to implement and document their **action plans**.
- CLTs are considering their **capacity, who else can help support the work**, and who they can engage to help ensure they increase outreach to **groups that they have prioritized**.
- Some have been implementing as they have been going through this process and have seen the **benefits of their action** in positive feedback and increased referrals from child care providers.