

Why Is Early Identification Still So Hard When We All Agree On The Importance Of Intervening Early?

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**International Society on Early Intervention
Conference**

Lisbon, Portugal

September 3, 2025

Child Find ACCESS Model Demonstration Project

- Three county-level sites in one state in the southeastern U.S.
- Project Goals
 - **Increase appropriate referrals** to Part C, especially for infants under one year of age
 - **Increase coordination** of screening, tracking, and referrals
 - **Promote** access to and uptake of Part C services




Child
Find
ACCESS
Model



Phased Implementation

NAVIGATE 1

CONVENE 
Bring people together to define team roles, vision, and work agreement.

EXPLORE 
Review current processes and use data to find challenges and opportunities.

BUILD 2

DESIGN 
Identify implementation strategies, set goals, and develop action plan.

PREPARE 
Create resources, set up data and communication processes, and train staff.

MANAGE 3

USE & REFINE 
Use new practices, adjust with feedback, share lessons learned.

SUSTAIN 
Update policies and procedures with what works and continue to collaborate with community.

Data, Data, Data!

- Administrative data on referrals, evaluations, eligibility, and enrollment
 - Disaggregated by demographics, referral sources
 - Year to year comparisons
 - Missingness (who is missing from EI based on special education enrollment)
- Child find system mapping with Part C Child Find Self-Assessment
- Family interviews
 - 24 families
 - Focused on families' experiences seeking services for their infant or toddler
- Surveys on awareness of the EI program, screening practices, and referral practices
 - Medical professionals (54 respondents)
 - Child care providers (50 respondents)



Considering Root Causes of Challenges



Regulations

Policies, procedures, or other regulations that impact behavior of individuals, entities, or groups



Resources

Fiscal, human, material, community, and other resources, including data and infrastructure



Connections

Relationships between and across different individuals, entities, or systems, including supervision, outreach, and collaboration



Mindsets

Values, beliefs, or attitudes that influence behavior



Implementation

Design and delivery of services, supports, and programs, including training and technical assistance



Authority

Who is involved in decision making, how decisions are made, and who is the most influential in decision making

Adapted from ABLe Change:

http://systemexchange.org/application/files/4515/9111/1141/ABLe_Change_Process_for_Community_Systems_Change_Tools_and_Resources.pdf

Pediatricians Referring Families Straight to Therapists

Mindsets

Not recognizing/acknowledging the value in access to a broader system of services and supports

pediatricians don't understand the benefits that the CDSA can offer

pediatricians may believe a family doesn't need to more comprehensive services of the CDSA but just needs those discrete services

Regulations

Lack of awareness of process that needs to happen to connect with the CDSA first

Lots of complicated moving components that take awhile to get the family services which the pediatrician is trying to get the family around

Connections

Lack of understanding/clarity around the process of referral and how the early intervention system works

The pediatricians have relationships with the therapist

Staff shortages can cause wait lists for therapies when referrals go straight to therapists.

Components

Resources

Turnover in the workforce which impacts the process such as getting paperwork to the therapist

Power

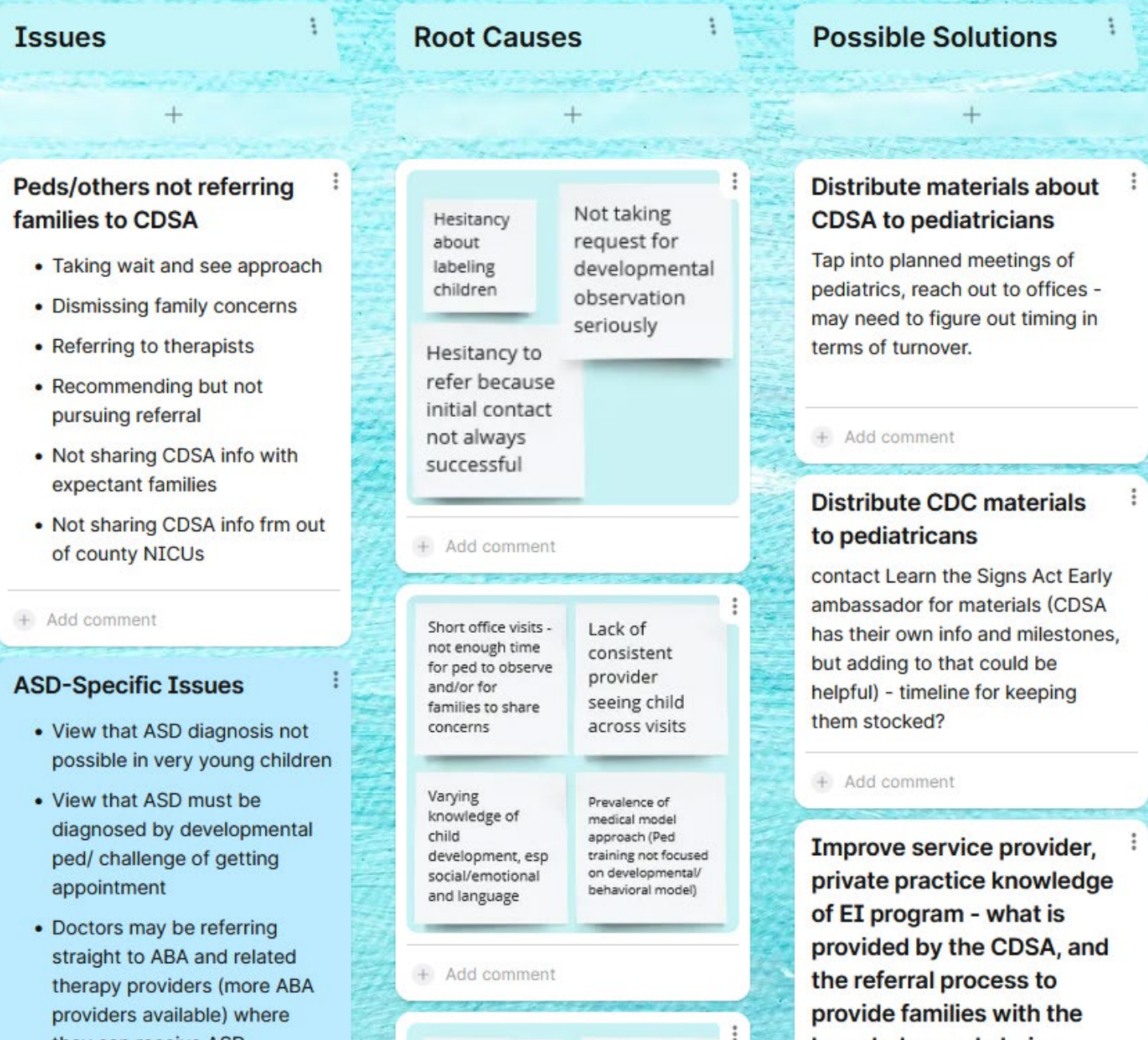
Pediatricians and therapists aren't aware they are required to refer to the CDSA within 7 days of becoming aware of a child who may qualify.

Medical

Design Phase – Guiding Questions

Focus	Questions
Strategize	<p>How can the CLT address the root causes for why this challenge is happening? What example strategies can the CLT draw from? What existing opportunities can the CLT build on? Which organizations/individuals have capacity and ability to implement? What input does the CLT need – especially from families and other referral sources?</p>
Prepare	<p>What are the activities and action steps to carry out this strategy? Who will be responsible for implementing specific activities and action steps, and what will be the mechanisms for reporting progress back to the CLT? What materials does the CLT need to obtain and/or create? What buy-in, skills, or supports (e.g., financial, material, and staffing resources) are needed? How will the CLT know our strategies are making a difference? What data will we access or collect to evaluate the effectiveness of our strategies?</p>

Putting it All Together - Medical Community - August 8, 2024



Reflections

A man with glasses and a yellow shirt is carrying a young child on his shoulders. The child is laughing joyfully. They are in a field of purple flowers with a dense green forest in the background.

Breadth of existing work around child find

There is a need to clear up misconceptions about EI

The model is socially valid, though family perspective elements may be difficult to sustain

Teams became much more comfortable with data through this process

Questions?



Thank you!

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The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326M210002. The contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Yolanda Lusane.

