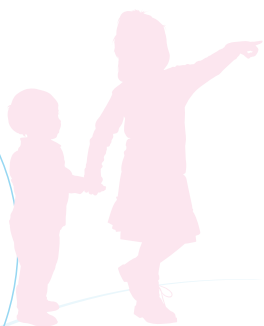




Early Intervention: A Powerful Investment

Alaska Infant Learning Program 2014

A special thank you to the Eusebio family for sharing their beautiful family with us. All of the images in this book were taken in Kodiak, Alaska.



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Our Mission

Our mission is to build upon natural supports and provide resources that assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.



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Alaska Infant Learning programs are:

Locally administered ILP contracts with agency grantees statewide to ensure services are available across Alaska.

Family centered Respecting parents' natural leadership role in caregiving and decision-making for their children.

Flexible Recognizing the diversity of Alaska families' strengths, needs, roles, values and cultures.

Committed to partnerships Facilitating a dynamic partnership between families, agencies, providers and their communities.

Delivering services in natural settings Natural home and community settings promote the inclusion of the family, and help to maximize a child's development.

How we fulfill our mission

Educating Alaskans: Outreach

Connecting with Families: Referral


Partnering with Families: Setting goals, achieving goals

Supporting Families: Service delivery, forming a support system

Taking the Next Step: Planning for a successful transition



Jazee's Story



For a little girl once described as not having a lot of words, 3-year-old Jazee Eusebio now seems to be overflowing with them.

During a recent visit with her family in the Kodiak Area Native Association (KANA) offices, where she received speech therapy and other services from the Health and

Continued on page 4



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Social Services Infant Learning Program, Jazee was in constant motion, a soundtrack of her own singing and chattering punctuating every movement.

Proudly watching the aspiring ballerina with sparkly, light-up shoes and a ponytail twirl around the playroom singing “Let it go” were her parents, Jayson and Gemma, both of whom are originally from the Philippines and are hard of hearing.

Two professional sign language interpreters observed the family via separate Skype windows on a nearby laptop, carefully translating their conversations for the others in the room. It takes two interpreters because the couple has developed their own, unique version of sign language.

Add into the mix the family’s native language of Tagalog, and it’s easy to see why Jazee was found to be speaking English below her age level during a well-child check in Kodiak just over a year ago.

“In the beginning, Jazee just didn’t have many words — just a few signs, a few words,” said ILP Coordinator Amanda Sanford.

In fact, despite help from Jayson’s mother, Josephine Vito Cruz, a gregarious, friendly woman who has lived in Kodiak for 23 years and often acts as their informal interpreter, everyone in the family needed some help communicating with others in their adopted community.

Helping the family learn to advocate for themselves and discover what services were available for all of them, not just Jazee, was a key to treatment, said Sanford.

The key to that for Sanford was discovering the value of having two interpreters: one to help interpret the couple’s combination of formal sign language and more casually



acquired hand gestures, and the other to then change the signs into words for the therapists — and eventually others in the community. It proved to be a powerful combination.

“They had a voice before, but it was always a secondhand voice,” Sanford said. Using the interpreters changed all that. “That was the moment I felt I was truly communicating with the family for the first time.”

And once the communication door was opened for her by the therapists and interpreters, Jazee ran right through it.

“She came along really quickly,” Sanford said of Jazee’s response to speech therapy. “That was really fun to foster. It was an environmental issue causing the delay, it’s not like we had to do a lot to get the ball rolling.”

Jazee received ILP services for about 10 months for what her therapists termed a “mild to moderate delay” in her speech. Now, at age 3, she counts to 20 and “is so smart — she knows everything,” her mother signs proudly.

Even the name of her about-to-be-born brother: “Joshua!” the toddler shouts when asked.

Now, her grandmother says, she’s “much more talkative,” conversing in three languages: American Sign language, English and Tagalog.

As proof, Jazee and Josephine simultaneously sing and sign “Twinkle, Twinkle, Little Star,” forming the hand motions for each word and, at the end, their arms opening as wide as their smiles. ■



To learn more about services provided by the Early Intervention/Infant Learning Program, go to www.earlyintervention.alaska.gov.

Gains during the **first three years** are critical and will continue to benefit children ... throughout their lifetime



Educating Alaska

Why is early intervention critical?

The early years of a child's life are critically important: From birth through age 3, rapid learning and brain development take place. During this time children form the foundation for future learning, problem solving, relationship-building and independence. When children experience a developmental delay, early intervention can help guide them through this extraordinary time of growth to maximize their development.

Statewide outreach efforts educate families, providers and the general public about early intervention services available to children ages birth to 3 including:

- Developmental screenings and evaluations
- Hearing and vision screening
- Family service coordination
- Early education services
- Play groups, support groups, and social services





Children Referred to EI/ILP

*Fiscal Year	Referrals
2014	2748
2013	2643
2012	3008
2011	2668
2010	2548
2009	2503
2008	2657
2007	2557
2006	2331

Service Summary ILP FY14 (Analyst Reports)

Children screened by EI/ILP

*Fiscal Year	Referrals
2014	582
2013	923
2012	1063
2011	1287
2010	1149
2009	1230
2008	1316
2007	1220
2006	1185

Screened source: Service Summary FY14 (Analyst Reports)

Children newly evaluated by EI/ILP

*Fiscal Year	Referrals
2014	2242
2013	2055
2012	1786
2011	1289
2010	1138
2009	1120
2008	1278
2007	1152
2006	1078

Evaluated source: Service Summary FY14 (Analyst Reports)

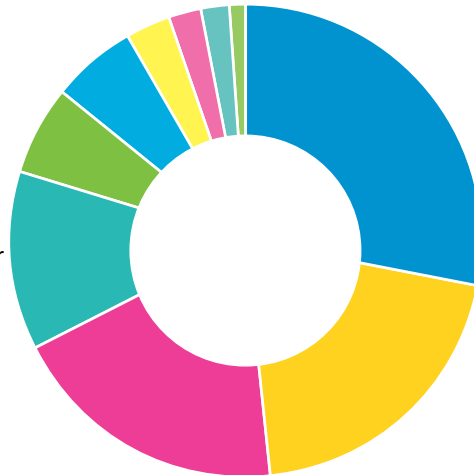
Children enrolled by EI/ILP

*Fiscal Year	Referrals
2014	1956
2013	1923
2012	1952
2011	1873
2010	1788
2009	1831
2008	1892
2007	1834
2006	1777

Enrolled source: EI/ILP Data Compliance Report FY14 (Analyst Reports)

How did families learn about the Infant Learning Program?

28%	176	Physician
20%	126	Other/Unknown
19%	117	EI/ILP
12%	76	Child Find Publicity
6%	40	Community Program
6%	40	Friend/Family Member
3%	20	Clinic/Hospital
2%	11	CPS
2%	14	Child Care/Preschool
1%	5	Public Health Nurse
625		



- Developmental, physical, occupational and speech language therapy
- Early childhood mental health services



Connecting with families

The earlier the referral is made, the more successful the outcome

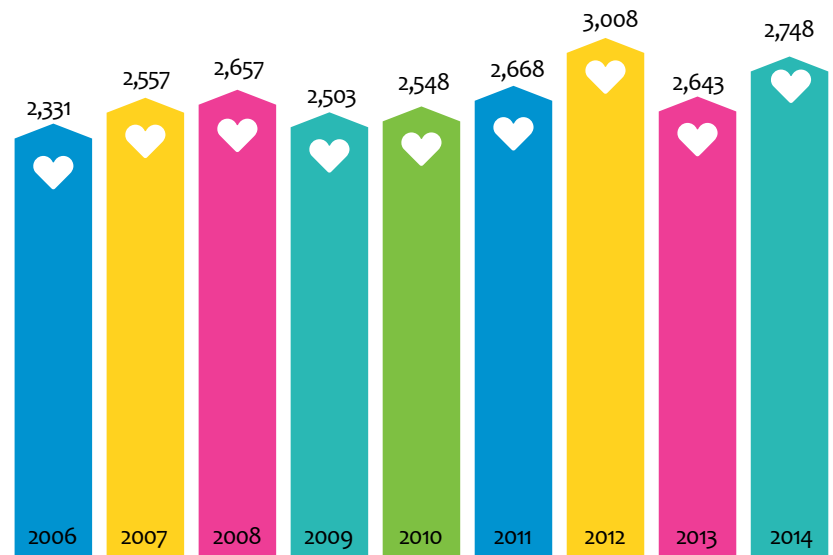
Children and their families are referred to regional Infant Learning Programs via fax, phone and email. Most referrals are made by those who know the child best: their families or health care provider.

Parents are often the first to know their baby needs a helping hand.

Referrals to the Infant Learning Program exceeded 2,700 in FY2014.

Total Number of Children Referred

* Fiscal Yr



* Fiscal year begins July 1 and ends June 30 of the year noted. Referral source: Referrals by Status for ILP FY14 (Analyst Reports)

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The earlier a referral is made, the better.

“Research shows us that starting early has more impact than starting late. As brain circuits are built up and stabilize over time, they become increasingly more difficult to alter.”

(Sam Meisels, Ph.D., EdWeek (vol 25:20, pages 36-44) January 25, 2006)

Referrals to the Infant Learning Program can be made by contacting the state office:

1-877-HSS-FMLY (477-3659)

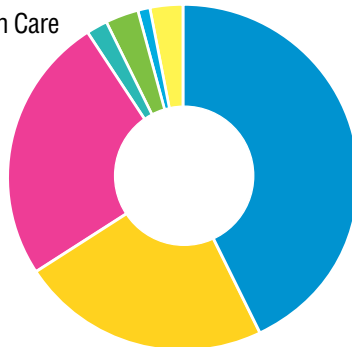
in Anchorage
269-8442

or by contacting a regional provider:
www.earlyintervention.alaska.gov



Referral Source

- ♥ 43% 1195 Physician/Clinic/Other Health Care
- ♥ 23% 625 Parents
- ♥ 25% 682 Child Protection
- ♥ 2% 56 Infant Learning Programs
- ♥ 3% 94 Other/Uknown
- ♥ 1% 27 Friend/Family
- ♥ 3% 69 Community Programs





Intake

Assessing growth and development

Alaska's Infant Learning Programs serve children across the state from diverse backgrounds.

When a child is referred to an Infant Learning Program, a developmental screening or evaluation is administered to assess the child's growth and development in several areas, including:

- Using large muscles, moving around
(Gross Motor)
- Using hands and fingers
(Fine Motor)
- Thinking, learning
(Cognitive)
- Understanding, talking
(Communication)
- Getting along with others
(Social/Emotional)
- Doing things for themselves
(Adaptive)

A multidisciplinary assessment will gauge if a child is developing at a similar rate as children of the same age.

A multidisciplinary assessment will gauge if a child is developing at a similar rate as children of the same age. If a child experiences a delay, he or she may be eligible for early intervention services.

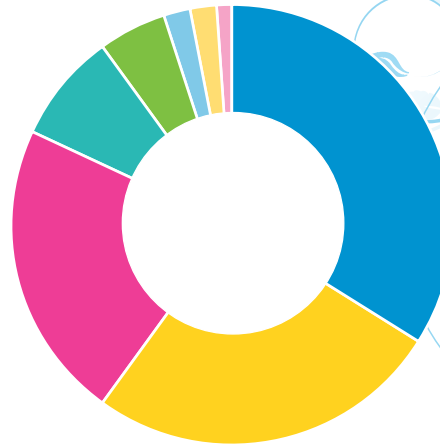
Age at referral (enrolled children)

0 – 11 months	996	♥	44%
12 – 23 months	629	♥	28%
24 – 36 months	637	♥	28%
Over 36 months	6		0%
Unduplicated Total	2268		

Average age at referral: 14.5 months

Referral by ethnic background

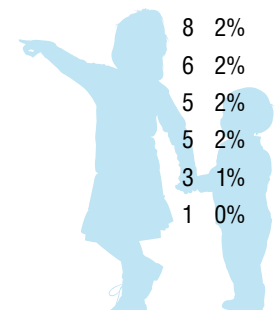
White	946	34%
American Indian or Alaska Native	708	26%
Unknown	597	22%
Two or more races	224	8%
Hispanic/Latino	130	5%
Black or African American	55	2%
Asian	49	2%
Native Hawaiian or Other Pacific Islander	39	1%
Total	2,748	100%



By far, most children qualify due to a developmental delay; children also qualify if they have a diagnosed physical condition likely to result in developmental delay.

Most frequently diagnosed delays

Down Syndrome	40	12%
Hearing Impairment, Significant/Progressive	34	10%
Cleft Palate with or without Cleft Lip	22	7%
Heart Disease, Congenital	20	6%
Vision Impairment, Significant/Progressive	18	5%
Cerebral Palsy	18	5%
Complex Seizure Disorder	17	5%
Hydrocephaly	9	3%
Microcephaly	8	2%
Cytomeglovirus (CMV), Congenital	6	2%
Bronchopulmonary Dysplasia (BPD)	5	2%
Fetal Alcohol Syndrome (FAS)	5	2%
Spina Bifida	3	1%
Autism	1	0%

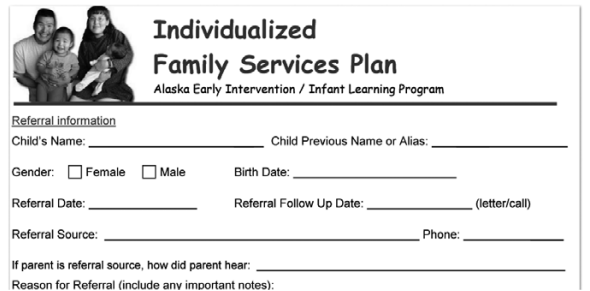




Partnering with families

Setting goals, educating families

Early intervention services are designed to assist families to help their infants/toddlers maximize their development. The child's family plays a crucial role in both planning and delivering early intervention services. Infant Learning Program embrace each family's unique capacity to support and promote their child's development.



Individualized Family Services Plan
Alaska Early Intervention / Infant Learning Program

Referral information
Child's Name: _____ Child Previous Name or Alias: _____
Gender: Female Male Birth Date: _____
Referral Date: _____ Referral Follow Up Date: _____ (letter/call)
Referral Source: _____ Phone: _____
If parent is referral source, how did parent hear: _____
Reason for Referral (include any important notes): _____

Parents decide if they would like their children to participate in early intervention assessments and services, and help set the developmental goals for their children.

Through the Infant Learning Program, families partner with providers to develop a written Individual Family Services Plan (IFSP). The IFSP outlines the child's strengths and current levels of functioning. The plan clearly outlines the developmental goals for the child and the specific early intervention steps that will be taken to help the child achieve his or her goals.



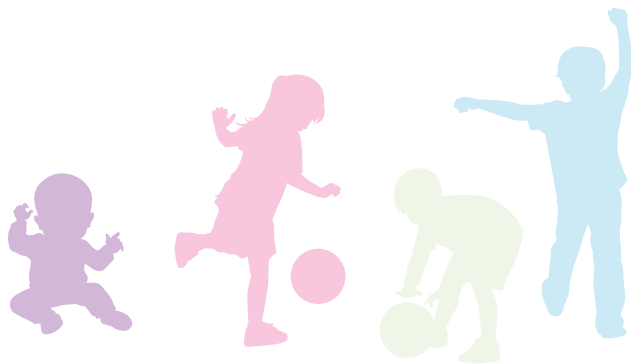
Parents are a child's first and most important teacher.

Early intervention services are most effective when the family is directly involved in their delivery.

Infant Learning Programs educate families about the developmental steps they will see their child move through.

Families learn specific techniques they can use daily to support the developmental goals of their child. When a child reaches a goal, the family will receive additional support as the child works toward the next developmental goal.

Early intervention services are most effective when delivered in a child's natural settings such as: home, preschool, childcare or other community settings. Delivery in these natural settings helps to educate everyone who interacts with the child, and strengthens the community's ability to support the child's growth and development.





Supporting families

Advocacy, support groups

Raising a young child with special needs presents both joys and challenges. Alaska's ILP believes supporting the family is a critical component to supporting the child's development.

Alaska's Infant Learning Program strives to: *Families will guide*

- Ensure families feel respected and in control of their child's participation in the Infant Learning Program
- Educate families about the unique developmental steps they can expect their child to move through
- Teach families specific skills and techniques to promote their child's development
- Assist families to develop a strong support system including: extended family, neighbors, other families with special needs children and community resources
- Support families to become effective, lifelong advocates for their children

their children through a lifetime of growth and learning. All parents benefit from a strong network of support, especially parents raising children with special needs.

As a child enters each new learning opportunity, the family will need to advocate and educate on behalf of their child.

Research shows that family education and support can directly reduce the incidence of child abuse.

Taking the next step

When a child reaches his or her third birthday, or no longer needs early intervention services, it is time for the child to transition out of the Infant Learning Program.

Most children will continue to receive services at home or in a preschool setting. Great care is taken to plan for a graceful and effective transition. Transition meetings will bring the family together with the child's current and future service providers to plan for the child's continued growth and development.

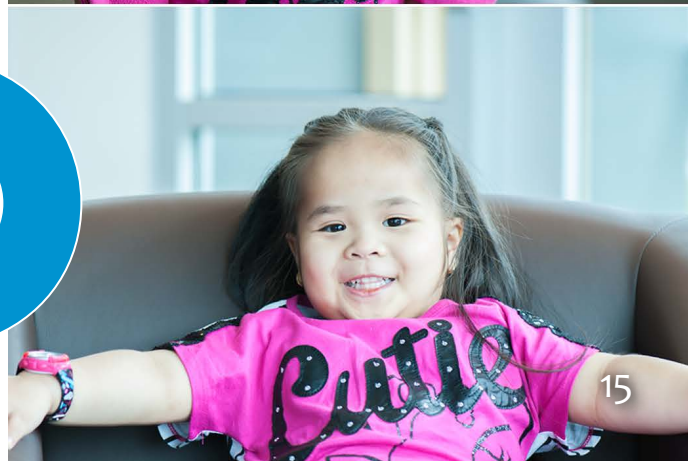
Reasons for Leaving ILP

♥ Part B eligible	33.9%	322
♥ Attempts to contact unsuccessful	14.8%	141
♥ Withdrawal by parent/guardian	13.6%	129
♥ Completion of IFSP prior to age 3	12.6%	120
♥ Moved out of state	9.1%	87
♥ Not Part B eligible, exit with no referrals	5.8%	55
♥ Part B eligibility not determined	5.2%	49
♥ Not Part B eligible, exit to other program	3.7%	35
♥ Unknown	0.9%	9
♥ Deceased	0.4%	4
Total		951



Where do children go after ILP?

♥ Home	44%	416
♥ Preschool Special Education	30%	287
♥ Unknown	8%	75
♥ Other Setting	8%	72
♥ Head Start	6%	53
♥ ChildCare/Preschool	4%	39
♥ Outpatient Therapy	1%	9
Total		951





Celebrating success

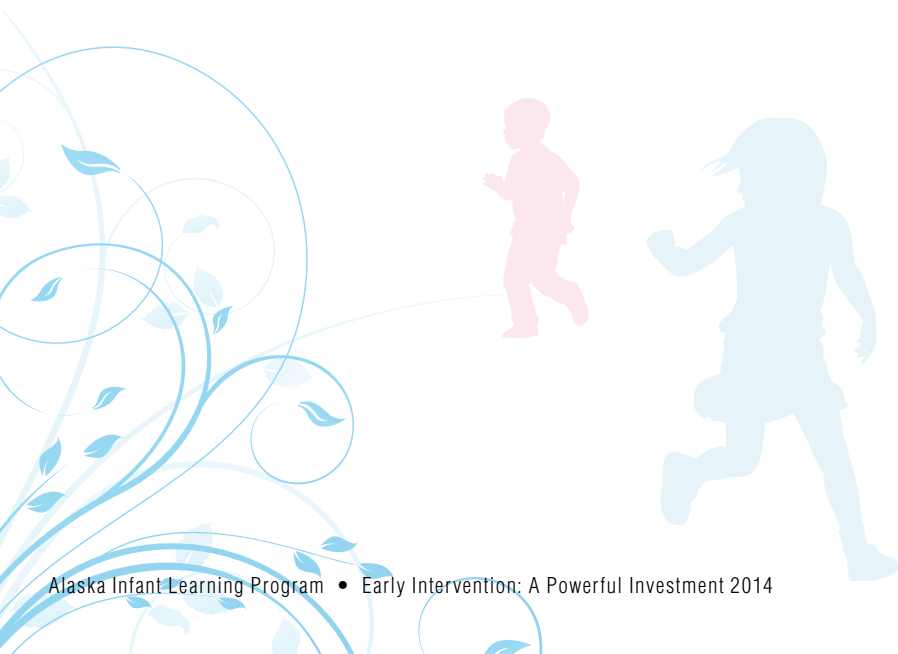
Alaska Early Intervention/Infant Learning Program measures child outcomes by comparing how children are functioning before and after receiving Early Intervention services. The child outcomes focus on children’s abilities to be successful in everyday activities and routines, and skills children need to be successful in future school settings. Three outcome areas are measured:

- Children have positive social relationships.
- Children acquire and use knowledge and skills.
- Children take appropriate action to meet their needs.

Percentage of Part C Children falling in each of five OSEP Categories FY14 7/1/2013-6/30/2014			
OSEP Improvement Category	Emotional	Knowledge	Action
Percent			
Number of Children	482	483	485
e. Children who maintained functioning at a level comparable to same-age peers	26.14%	14.29%	15.67%
d. Children who improved functioning to reach a level comparable to same-age peers	28.01%	32.92%	35.67%
c. Children who improved functioning to a level nearer to same-age peers but did not reach it	20.12%	26.50%	22.47%
b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	25.73%	26.29%	26.19%
a. Children who did not improve functioning	0.00%	0.00%	0.00%



Summary Statements for Part C Children FY14 7/1/2013-6/30/2014			
Summary Statement 1	Emotional	Knowledge	Action
Of those children who entered the program below age expectations in the Outcome Area, the percent who substantially increased their rate of growth by the time they exit the program.	65.17% 232 of 356	69.32% 287 of 414	68.95% 282 of 409
Summary Statement 2			
The percent of children who are functioning within age expectations in the Outcome Area by the time they exit the program.	54.15% 261 of 482	47.20% 228 of 483	51.34% 249 of 485



Percent of infants and toddlers enrolled birth to 3 with Individualized Family Service Plans (IFSPs) December 1, 2012		Community	%CC Pop Enrolled 0-1	%CC Pop Enrolled 0-3
Alaska Center for Children and Adults	ACC	Fairbanks, Copper River, Delta Junction, North Slope Borough	2%	3%
Bristol Bay Area Health Corporation	BBA	Dillingham, Bristol Bay, Lake and Peninsula Region	9%	6%
Center for the Community	CCK	Sitka, Kake, Angoon	2%	3%
Community Connections Ketchikan	CFC	Ketchikan, Prince of Wales Island and Metlakatla	1%	4%
FOCUS Inc. Program for Infants & Children	FOC/PIC	Eagle River, Chugiak, Cordova, Valdez Anchorage, Whittier, Girdwood	2%	2%
Frontier Community Services Homer Community Services SeaView Community Services	FCS/SCS	Soldotna, Kenai, Sterling, Nikiski, Tyonek Homer, Anchor Point, Nikolaevsk, Ninilchik, Clam Gulch, Port Graham, Nanwalek, Seldovia, Vosnesanka, Kachemak Selo, Razdolna Seward, Hope, Moose Pass	3%	3%
Kodiak Area Native Association	KAN	Kodiak City, USCG Support Center Kodiak, Kodiak road system, villages: Akhiok, Karluk, Larsen Bay, Old Harbor, Ouzinkie, Port Lions	1%	2%
Mat-Su Services for Children and Adults	MSU	Big Lake, Buffalo/Soapstone, Butte, Chase, Chickaloon, Farm Loop, Fishhook, Gateway, Glacier View, Houston, Knik-Fairview, Knik River, Lake Louise, Lakes, Lazy Mountain, Meadow Lakes, Palmer, Petersburg, Point MacKenzie, Skwentna, Susitna, Sutton-Alpine, Talkeetna, Tanaina, Trapper Creek, Wasilla, Willow	1%	1%
Northwest Arctic Borough School District	NWA	Kotzebue, Ambler, Buckland, Deering, Kiana, Kivalina, Kobuk, Noatak, Noorvik, Selawik, Shungnak, and Point Hope	2%	2%
Norton Sound Health Corporation	NSH	Nome, Brevig Mission, Diomedea, Elim, Gambell, St Michael, Savoonga, Shishmaref, Stebbins, Teller, Wales, White Mountain	1%	2%
REACH Inc.	REA	Juneau, Haines, Skagway, Hoonah, Yakutat, Gustavus, Pelican, Tenakee Springs. Our Petersburg office serves Petersburg and Wrangell	2%	3%
Southeast Regional Resource Center		Aleutian, Pribilof Islands	0%	0%
Tanana Chiefs Conference	TCC	Allakaket, Bettles, Hughes, Kaktovik, Manley, Minot, Nenana, Rampart, Stevens Village, Tanana, Arctic Village, Beaver, Ft. Yukon, Chalkyitsik, Circle, Venetie, Dot Lake, Eagle, Healy, Northway, Tanacross, Tetlin, Tok, Metasta, Galena, Hulsia, Kaltag, Koyukuk, Nulato, Ruby, McGrath, Nikolai, Takotna, Anvik, Grayling, Holy Cross, Shageluk	1%	4%
Yukon Kuskokwim Health Corporation	YKH	Akiachak, Akiak, Alakanuk, Aniak, Anvik, Atmuauuluak, Chefornak, Chevak, Chuathbaluk, Crooked Creek, Eek, Emmonak, Grayling, Holy Cross, Hooper Bay, Kasigluk, Kipnuk, Kongiganank, Kotlik, Kwethluk, Kwigillingok, Lime Village, Lower Kalskag, Marshall, Mekoryuk, Mountain Village, Napaskiak, Newtok, Nightmute, Nunapitchuk, Oscarville, Pilot Station, Pitka's Point, Quinhagak, Russian Mission, St. Mary's, Scammon Bay, Shageluk, Sheldon's Point, Sleetmute, Stony River, Toksook Bay, Tuluksak, Tuntutuliak, Tununak, Upper Kalskag	3%	3%
Statewide Average			2%	2%
Statewide Target			2%	2%

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Collaboration

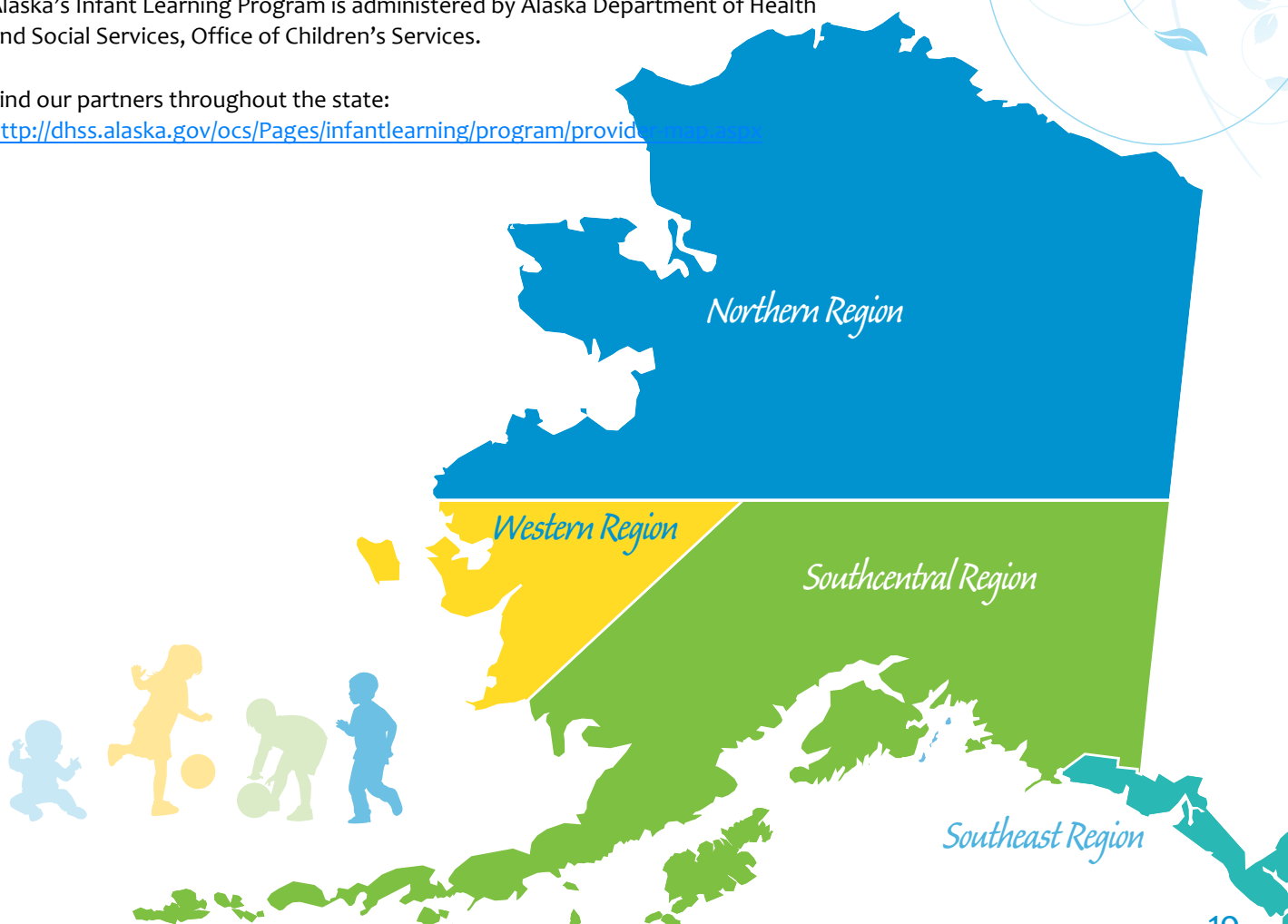
Partners in supporting families

Alaska's Infant Learning Program is grateful to the many partners who join together to serve Alaska's children with special needs: the children and their families, regional grantee agencies, health care providers, early intervention service providers, and the communities that support them.

Alaska's Infant Learning Program is administered by Alaska Department of Health and Social Services, Office of Children's Services.

Find our partners throughout the state:

<http://dhss.alaska.gov/ocs/Pages/infantlearning/program/providermap.aspx>





Bill Walker, Governor
State of Alaska

Valerie Davidson, Commissioner
Department of Health and Social Services

Christy Lawton, Director
Office of Children's Services

Early Intervention/Infant Learning Program

323 East 4th Avenue
PO Box 240249
Anchorage, Alaska 99501

Phone: (907) 269-8442 in Anchorage
1-877-477-3659 long distance in Alaska
1-877-HSS-FMLY

Fax: (907) 269-3497

alaskailp@alaska.gov
www.facebook.com/alaskailp
twitter.com/AlaskaILP/
www.earlyintervention.alaska.gov

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*The Alaska Infant Learning Program
is administered by the Alaska Department of Health & Social Services, Office of Children's Services*



Alaska Infant Learning Program

Laurie Thomas
Program Manager
Part C Coordinator

323 East Fourth Ave.
P.O.Box 240249
Anchorage, AK 99501
1-877-HSS-FMLY
laurie.thomas2@alaska.gov

Governor's Council on Disabilities & Special Education (GCDSE) Interagency Coordinating Council (ICC):

Patrick Reinhart
Executive Director
(907) 269-8554
patrick.reinhart@alaska.gov

Christie Reinhardt
Program Coordinator
(907) 269-8462
christie.reinhardt@alaska.gov




Collaboration

Alaska Infant Learning Program

This report, historical data and other publications available at
www.earlyintervention.alaska.gov

Call toll free in Alaska: 1 (877) HSS-FMLY (477-3659); In Anchorage 269-8442
alaskailp@alaska.gov
www.facebook.com/alaskailp
twitter.com/AlaskaILP/

INFANT LEARNING PROGRAMS THROUGHOUT ALASKA



The Alaska Infant Learning Program offers developmental services to families of children birth to 3. If you have concerns about your child's development, contact your local Infant Learning Program. Our Mission is to promote positive development and improved outcomes for Alaska's children birth to 3 by creating a culturally responsive, comprehensive and accessible service delivery system that links service providers, empowers families and engages communities.

