

Philadelphia Infant Toddler Early Intervention Social Emotional Development and Positive Behavior Support

Purpose and History

Philadelphia Infant Toddler Early Intervention (ITEI) has developed a coordinated approach to support the social and emotional development of infants and toddlers.

Beginning in 2011, Philadelphia ITEI supported three cohorts of Early Interventionists to complete an Early Childhood Mental Health Certification at Widener University to ensure foundational and current knowledge of the social and emotional development of infants and toddlers. The Early Interventionists in these cohorts have had the opportunity to participate in an ongoing mentorship and have in turn served as a resource person for other Early Interventionists in their respective ITEI agencies who need information and support about the social emotional needs of very young children.

In 2014, we conducted a pilot to test adding the Ages and Stages Questionnaire – Social Emotional (ASQ – SE) to our screening for developmental concerns. We conducted the pilot with families of infants and toddlers in emergency and transitional housing, who participate in the Supportive Housing Child Find Project. The pilot results showed that the social emotional concerns of infants and toddlers were identified at a higher rate when we used the ASQ – SE. Based on this pilot, we recognized that we were under-identifying a) children who had social emotional concerns and no other presenting developmental concerns, as well as b) children’s social emotional concerns when there were also other presenting developmental concerns. These results validated multiple anecdotal reports that we were not adequately identifying and addressing the social emotional concerns of infants and toddlers. Based on what we learned from this pilot, we implemented the system wide use of the ASQ – SE as part of our assessment of young children’s developmental concerns.

Tier 1: In Fiscal Year 2016, over 600 Philadelphia Early Interventionists participated in cross-disciplinary training to develop their competence in:

- promoting nurturing relationships for all children in ITEI and
- the use of the Ages and Stages Questionnaire – SE 2 as an assessment to identify social and emotional concerns

This cross-disciplinary training was very well attended and the participating Early Interventionists made a high rate of requests for further training about evidence based strategies to support the social emotional development of young children.

Effective **September 1, 2016**, the social emotional concerns of young children are assessed:

- **as part of the initial Multidisciplinary Evaluation (IMDE)** that is required to occur with 30 days of the child’s referral. At the beginning of the IMDE the Service Coordinator reviews parent completed ASQ – SE 2 or completes the ASQ – SE 2 with the family with all IMDE team members present.
- **quarterly** for children who are at risk for developmental delays and are **enrolled in Regular Developmental Screening**. Service Coordinator includes completion of the ASQ – SE 2 as part of the quarterly contact with the family about the child’s development.
- teams may also identify and address social emotional concerns **outside of these regularly scheduled time frames**. Any member of the team, including the Service Coordinator, can complete an ASQ – SE 2 at any time to document social emotional concerns that arise for the child.

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In FY 2017, all Philadelphia Infant Toddler Early Interventionists participated in training to implement evidence-based strategies to promote social and emotional development.

In FY 2018, all Philadelphia Infant Toddler Early Interventionists participated in a training to provide Positive Behavior Intervention Support to infants and toddlers and their families and develop Behavior Support Plans as needed.

Beginning in FY 2019, we assess children who have an Active IFSP every 6 months using the ASQ-SE 2. The COR (Child Outcome Reporter) is responsible for doing the ASQ-SE 2 every 6 months, will support the family to complete the ASQ-SE 2 and will share this information in preparation for the 6 Month and Annual Review.

Tier 2: Building on the work begun in 2011, effective September 1, 2016, seventeen (17) Infant Toddler Social Emotional (ITSE) Coordinators will be available to either consult with the team that is implementing the child and family's Individualized Family Service Plan (IFSP) or to work directly with the child and family when a social emotional concern is identified and is part of the IFSP. These 17 ITSE Coordinators represent six disciplines from thirteen different provider agencies. Depending on the concerns about the child and of the family, the ITSE Coordinator will also ensure that a Positive Behavior Support Plan is developed by the team. ITSE Coordinators support the team to access resources that may be available to the child and family and other team members.

We will establish further competencies and will support professional development of evidence based practice for both current and future ITSE Coordinators.

ITSE Coordinators can be part of the IFSP team to provide direct services or consultation.

If the ITSE Coordinator is not providing ongoing intervention and is consulting during visits with team members, the ITSE Coordinator will be designated as a second level discipline on the IFSP, e.g., Special Instructor (SI) II, Occupational Therapist (OT) II, or other discipline as appropriate, e.g., Psychologist. Examples of when the IFSP team considers ITSE Coordinator as consult are 1) when child is a risk of expulsion from an Early Learning Center or Child Care (either new to ITEI or already in ITEI) or 2) when Positive Behavior Support Plan has been developed (as part of IFSP's Special Considerations) and implemented for at least 30 days and there is a lack of progress.

In **2017**, Philadelphia Infant Toddler Early Intervention requires new ITSE Coordinators to obtain Attachment Biobehavioral Catch-Up (ABC) certification.

<http://www.abcintervention.org>

Teams can recommend the **Attachment Biobehavioral Catch-Up (ABC) Intervention** to be delivered by a Philadelphia Infant Toddler Early Intervention approved ABC trainee or certified ABC parent coach.

Teams can consider this intervention when:

1. Child shows a concern on the Ages and Stages Questionnaire – Social Emotional (ASQ – SE2) and is determined eligible for Infant Toddler Early Intervention or
2. Child is eligible for Infant Toddler Early Intervention and has one of the “at risk” developmental concerns specified in Pennsylvania Acts 212 & 143: *Birth weight was under 1500 grams
*Cared for in a Neonatal Intensive Care Unit *Affected by an elevated lead level *Affected by

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prenatal substance exposure, including alcohol *Referred by DHS *Experiencing homelessness
or

3. Child is eligible for Infant Toddler Early Intervention and: *child lives in a low-income household (100 – 300% federal poverty level) *child lives with kinship or foster parent *child lives in environment with interpersonal violence *child has had multiple caregiver transitions (such as a loss of a parent) *mother is a single mom *mother is a teen mom *mother has less than a high school education *mother used tobacco during pregnancy *primary caregiver is experiencing depression

Note: ABC is not recommended as the sole intervention for children with a diagnosis of Autism Spectrum Disorder (ASD) or receiving ASD related service. If the child shows a concern on the ASQ – SE 2 or has one of the risks noted above, ABC can be used as an intervention, with guidance on how to use ABC strategies so that they are compatible with an evidence-based intervention to address ASD related concerns. The decision to use an ABC intervention and an ASD evidence-based intervention, is based on the family’s capacity to balance and integrate these interventions. For some families, this would be an overwhelming task and for other families, this would be welcomed.

Tier 3: In addition to Tier 2 Intervention, ITSE Coordinators will support the team to make referrals to and collaborate with other agencies or partners working with the child and family.

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Tier 3 IFSP team (includes ITSE Coordinator) implements SE and PBIS related IFSP outcomes & strategies & Behavior Support Plan, makes referrals to & collaborates w/ Behavioral Health & Philadelphia DHS & other partners

Intervention & Collaboration with Treatment: IT EI intervention & collaboration with other treatment providers

Use evidence-based interventions to support infants and toddlers and their families and partner with other treatment providers for children who are demonstrating significant social emotional or behavioral concerns.

Tier 2 IA.) IFSP team identifies SE and developmental risk concerns, develops IFSP outcomes specifying ABC or PBIS strategies B) develops Behavior Support Plan C) includes ITSE Coordinator (as direct interventionist or consult to team II.) When child is at risk of expulsion from an Early Learning Center or Child Care (either new to ITEI or already in ITEI) follow guidance in Inclusion, Suspension and Expulsion Policy.**

Intervention: ITEI to address Social Emotional Concerns and Positive Behavioral Support

Work with families and early childhood partners to use evidence based practices to address social emotional and behavioral concerns of infants and toddlers.

Tier 1 All IT EI staff – providers, SCs, IMDEs use SE Competence, Developmentally Appropriate Guidance & PBIS strategies and develop and implement Behavior Support Plan as needed with evaluation of progress in 30 days*

Promotion and Prevention: Nurturing Responsive Relationships & High Quality Supportive Environments

Support responsive relationships among adults and children as an essential component to healthy social emotional development. Address child's communication needs and behavioral concerns. Connect families with high quality early childhood environments, which are associated with positive outcomes for all children.

*Consider ITSE Coordinator as consult when Positive Behavior Support Plan has been developed (as part of the IFSP's Special Considerations) and implemented for at least 30 days and there is a lack of progress.

**SE Concern identified a) on ASQ – SE 2 or other standardized SE assessment or b) is eligible & has one of the "At Risk" concerns: Birth weight was under 1500 grams; Cared for in a Neonatal Intensive Care Unit; Affected by an elevated lead level; Referred by DHS; Affected by prenatal substance exposure, including alcohol; Experiencing homelessness or c) is eligible & *child lives in a low-income household (100 – 300% federal poverty level) *child lives with kinship or foster parent *child lives in environment with interpersonal violence *child has had multiple caregiver transitions (such as a loss of a parent) *mother is a single mom *mother is a teen mom *mother has less than a high school degree *mother used tobacco during pregnancy *primary caregiver is experiencing depression

2017

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