

How Important are Early Intervention Service Coordinators in the Lives of Families?

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Research Questions

1. How does service coordination support child and family well being?
2. Does the service coordination model make a difference?
3. What are the costs of service coordination?

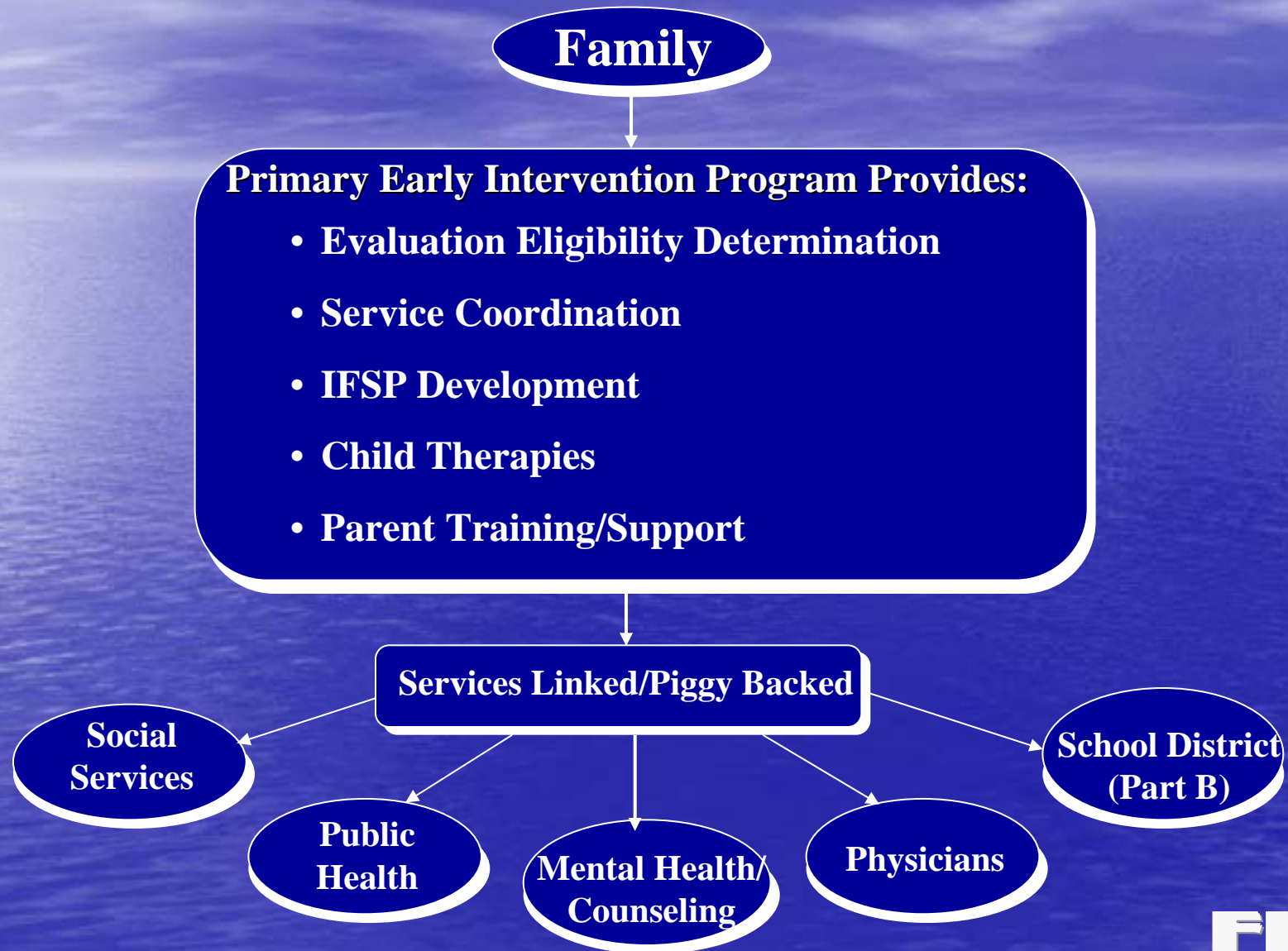
One-Stop Shopping Model

Family

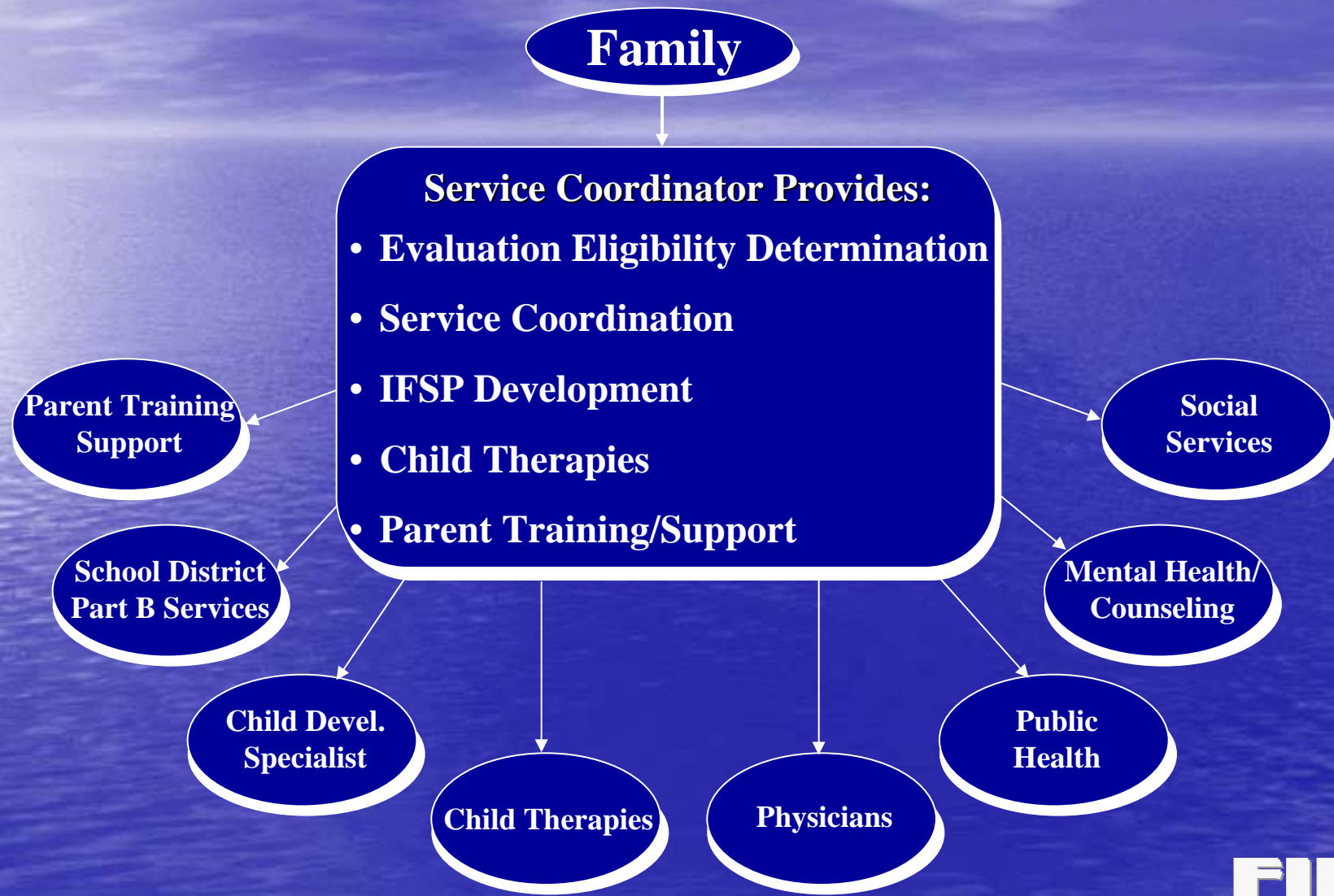
One-Stop Center Provides:

- Evaluation
- IFSP Development
- Service Coordination
- Primary and Secondary Health Care, Physicians
- Child Therapies/Development Specialist
- Mental Health
- Parent Training/Support
- Social Services
- Head Start/Daycare
- Public Health
- School District Offices

Combined Roles Model

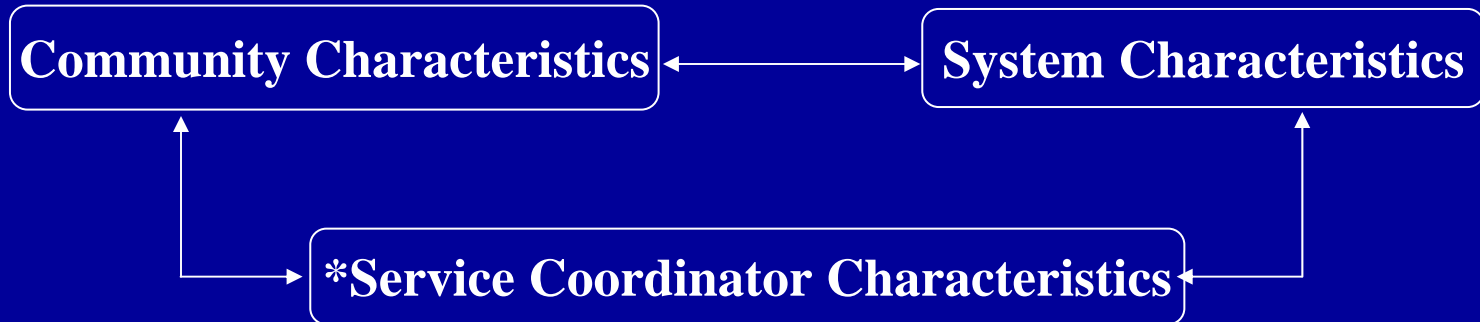


Independent Model

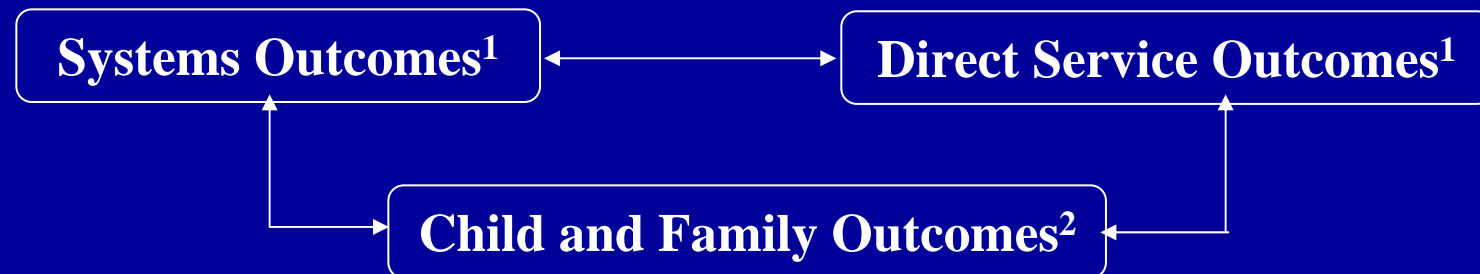


Conceptual Framework

Contextual Variables



Outcomes



1=Relates to OSERS GPRA Part C Objective 1; 2=Relates to OSERS GPRA Part C Objective 2

*=Additional components/variations on Kagan et al. (1995) model

What are the Community Characteristics?

Community Characteristics	One-Stop Shopping Model	Combined Roles Model	Independent Model
Population Size	Site A: 222,581 Site B: 127,963	Site C: 196,533 Site D: 339,288	Site E: 3,072,149 Site F: 476,230
Percent at poverty	Site A: 19.7% Site B: 4.1%	Site C: 12.3% Site D: 6%	Site E: 12.7% Site F: 10%
Percent minorities	Site A: 44% Site B: 17.8%	Site C: 12.3% Site D: 41.6%	Site E: 22.6% Site F: 14%
LICC Strength	Site A: High activity Site B: High	Site C: Low activity Site D: Low/moderate activity.	Site E: Low/moderate Site F: Moderate/high
Leadership Focus on Collaboration	Site A: High Site B: High	Site C: Low Site D: Low	Site E: Low Site F: Moderate
Systems Integration Emphasis	Site A: High Site B: High	Site C: Low Site D: Low	Site E: Low Site F: Low

Service Coordinator Characteristics

Self reported years experience in service coordination:

Model Comparison (NS)	\bar{X}
One-Stop Shopping	6.4
Combined Roles	5.0
Independent	5.2

Self reported level of education:

Model Comparison (p = .00)	\bar{X}
One-Stop Shopping	3.7
Combined Roles	3.5
Independent	2.7

Key:

1 = HS 4 = MA
2 = AA 5 = PhD
3 = BA

Service Coordinator Caseload

Per 1.0 FTE Mean



ANOVA by model ($p=.000$); t-Tests: One-Stop/Indep. ($p=.000$)
One-Stop/CR (NS)
Indep./CR ($p=.000$)

Service Coordinator Activity Time Diary

% of total time spent per activity

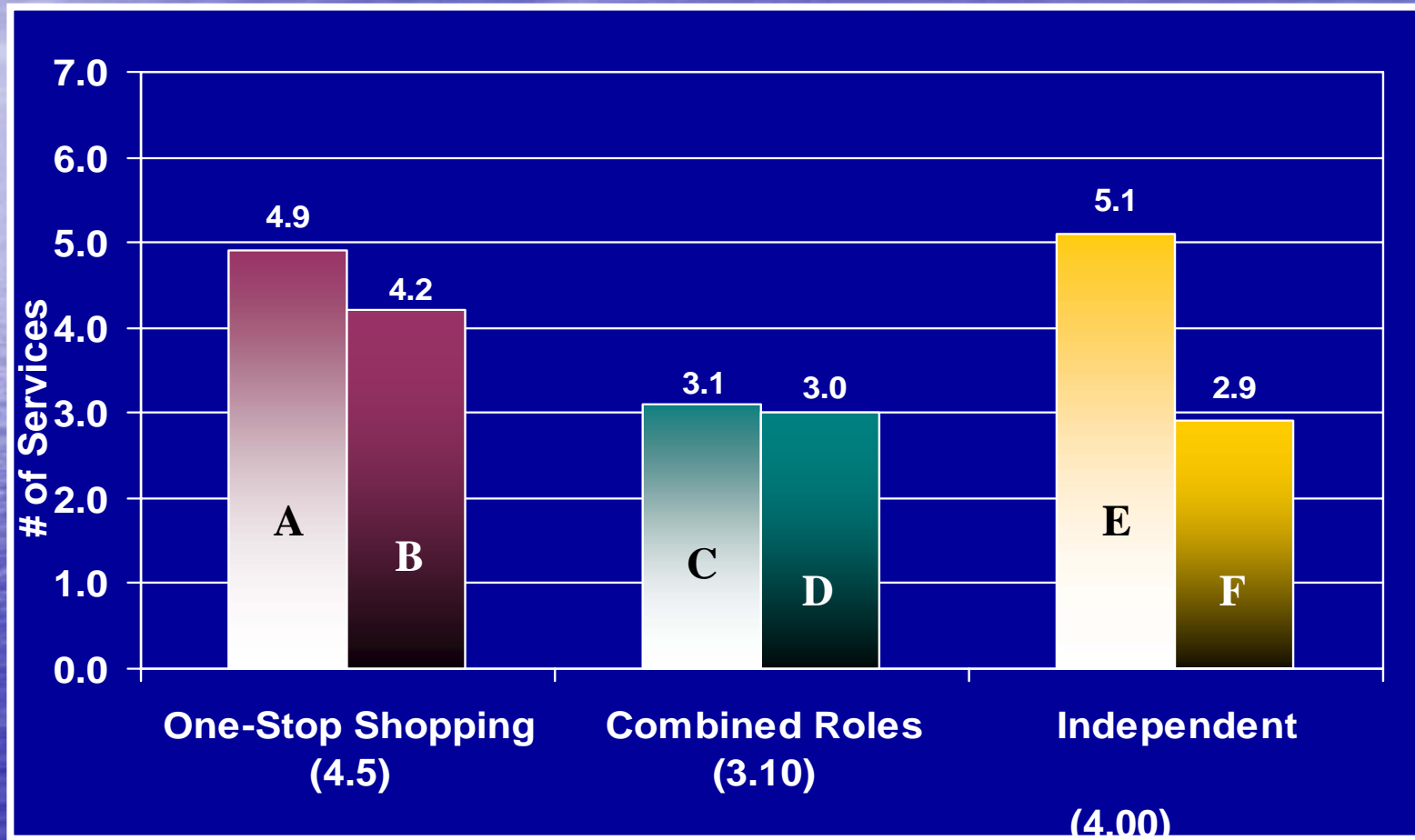
Activity	Model		
	One-Stop	Combined Roles	Independent
Evaluation & Assessment	7.2	8.0	12.3
IFSP Development & Resource Identification	9.4	3.8	13.1
Consultation & Coordination with other Professionals	9.0	4.8	8.1
Transition Activities	2.6	1.4	4.7
Staff Training	2.5	3.6	4.7
Outreach/Child Find/Screening	1.8	0.9	0.2
Administration: Clinical	13.9	10.1	23.5
Administration: Non-Clinical	15.2	12.3	16.2
Travel to/from activities	10.3	16.6	7.8
Breaks/Absences	10.2	8.4	7.3
Child Instruction/Therapy	9.1	16.9	0.1
Parent Education/Support	2.6	6.6	1.0
Other (e.g. providing transport., services to non-Part C children)	6.2	6.6	1.0
Total	100%	100%	100%

Frequency of Contact with Service Coordinator

Site	Median
One-Stop	3 = Two to three times a month
A	4 = Once a month
B	2 = Once a week
Combined Roles	3 = Two to three times a month
C	3 = Two to three times a month
D	2 = Once a week
Independent	5 = Every two to three months
E	5 = Every two to three months
F	5 = Every two to three months

A Likert Scale was used ranging from 1 = several times a week to 7 = every 7-12 months.

Mean Number of Different Services Reported by Families



Child Health and Development Outcomes

- ANOVA results indicate no statistically significant differences between models or sites.
- Paired sample t-tests were used here to determine any significant differences within site and model changes in development.

Developmental Domain	One-Stop Shopping		Combined Roles		Independent	
	Time 1 DQ	Time 2 DQ	Time 1 DQ	Time 2 DQ	Time 1 DQ	Time 2 DQ
Motor	.72	.79*	.74	.73	.64	.70
Communication	.71	.70	.65	.68	.67	.68
Cognition	.76	.81*	.76	.73	.87	.85
	n = 42, 39, 40		n = 59, 57, 38		n = 42, 45, 30	

* Statistically significant change from Time 1 to Time 2 ($p < .05$).

Child Health and Development Outcomes

% of families reporting that their child has made “progress” over the last 12 months (N = 201)

Model	%	n	Site	n	%
One-Stop Shopping	98.3	61	A	96.7	30
			B	100	31
Combined Roles	97.5	79	C	96	50
			D	100	29
Independent	96.7	61	E	100	30
			F	93.5	31

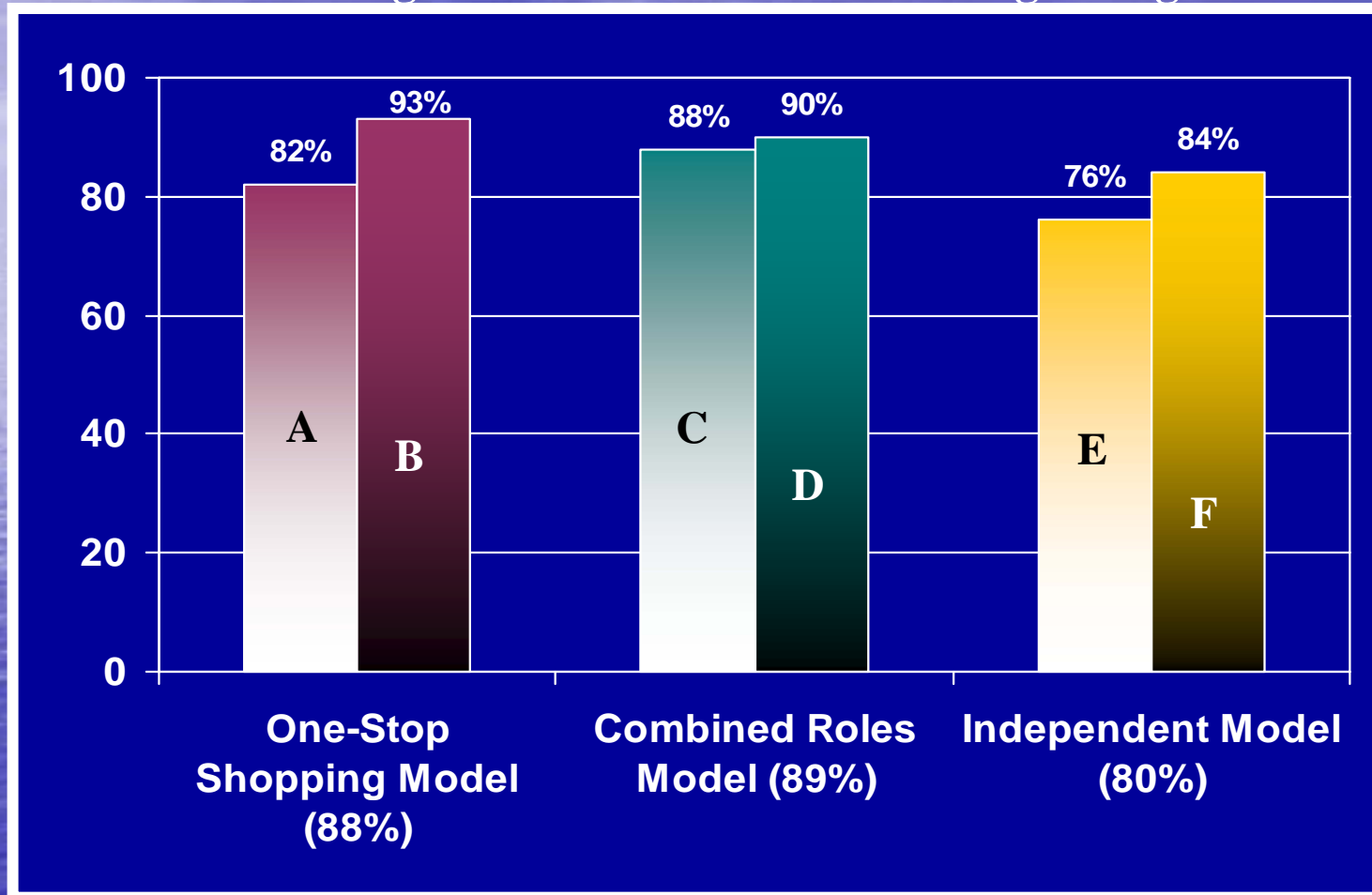
Child Health and Development Outcomes

% of families reporting “improvement” in child’s health over the last 12 months (N = 200)

Model	%	n	Site	%	n
One-Stop Shopping	70.5	61	A	83.3	30
			B	58.0	31
Combined Roles	60.2	79	C	54.2	48
			D	70.0	30
Independent	70.5	61	E	63.3	30
			F	77.4	31

Family Well-Being Outcomes

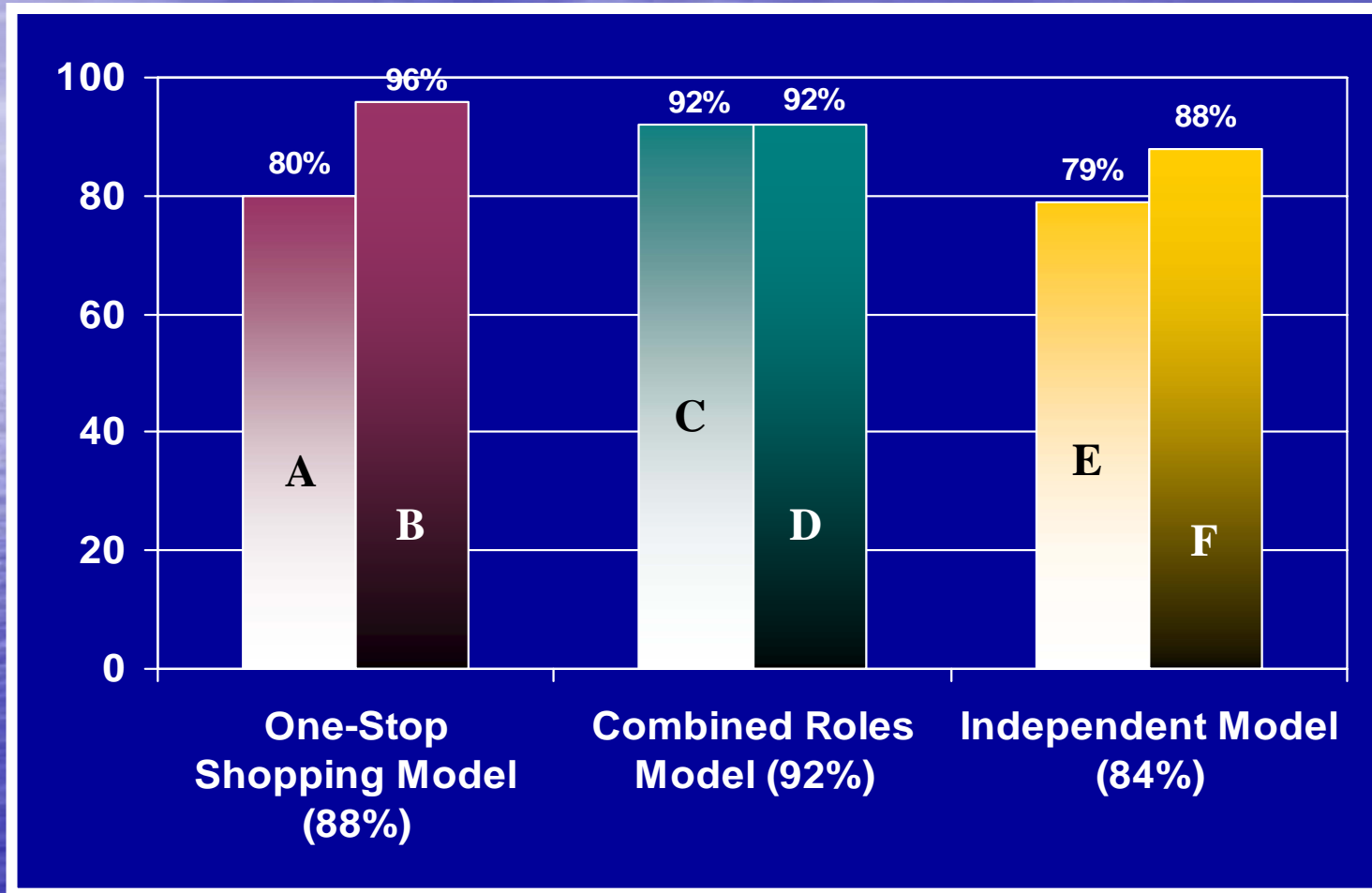
Ease of contacting Service Coordinator/making changes



ANOVA by model ($p < .01$); t-Tests: One-Stop/Indep. ($p = .006$)
One-Stop/CR (NS)
Indep./CR ($p = .000$)

Family Well-Being Outcomes

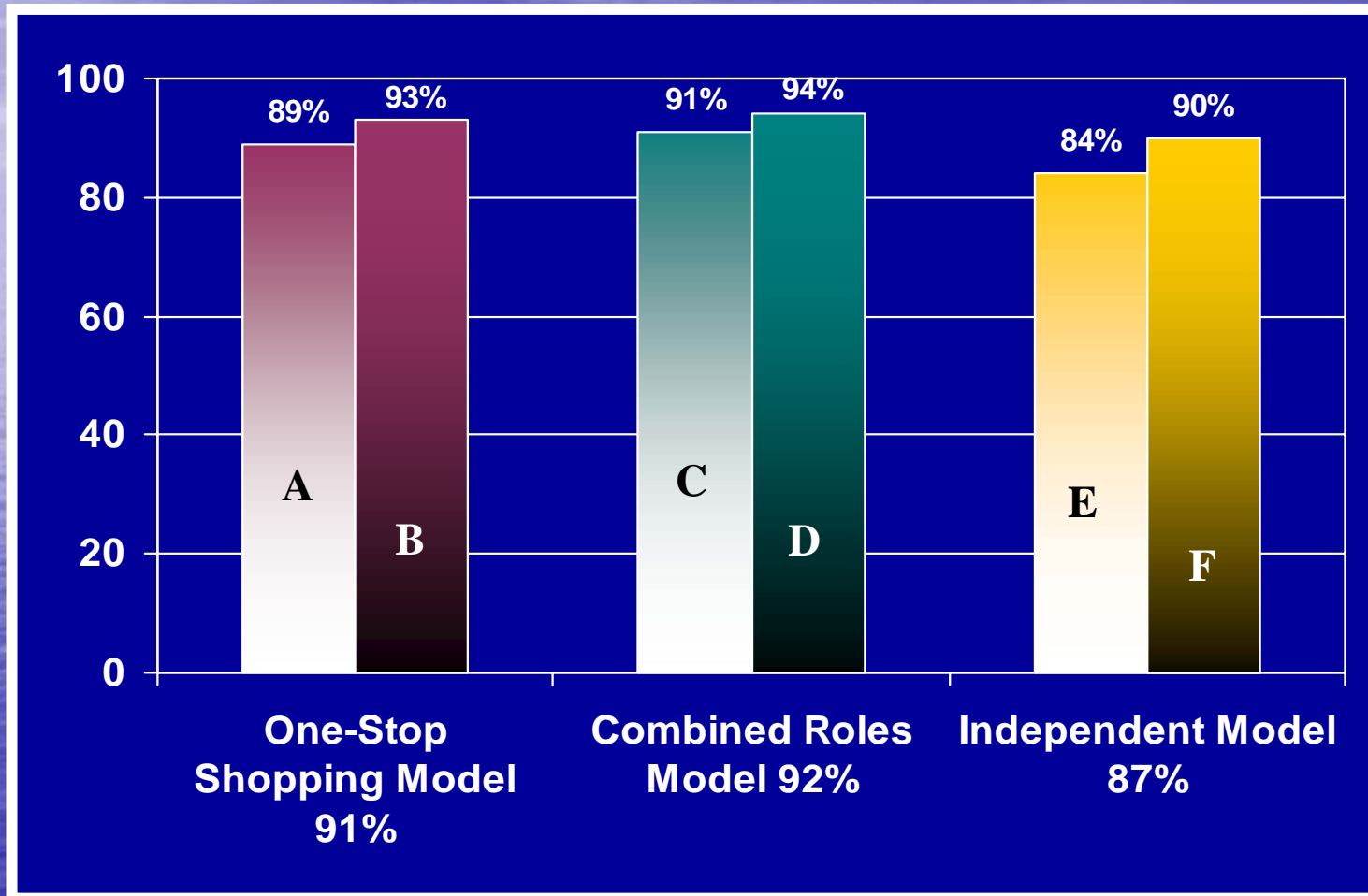
Early Intervention program fit with family routine



ANOVA by model ($p < .01$); t-Tests: One-Stop/Indep. (NS)
One-Stop/CR (NS)
Indep./CR ($p = .000$)

Family Well-Being Outcomes

Service Coordinator as helpful



ANOVA by model ($p < .01$); t-Tests: One-Stop/Indep. ($p = .044$)
One-Stop/CR (NS)
Indep./CR ($p = .014$)

Costs of Service Coordination

(per child estimates)

One-Stop Shopping	Apx. \$2,100
Combined Roles	Apx. \$1,300
Independent	Apx. \$ 800

Factors: personnel salaries, qualifications, caseloads, sources of funding, indirect rates, etc.

How Important are Service Coordinators in the Lives of Families?

- ❑ All families report high levels of support, understanding, and access to services due to service coordination.
- ❑ Families who have independent service coordinators appear to feel less support than other SC models.
- ❑ There are no statistically significant differences between models in regard to child development. However, data were incomplete for some sites.

What are the Next Steps in this Research?

- ❑ Analyze the relationship among models, services provided, and child severity/diagnosis.
- ❑ Explore the family characteristics that influence services provided and outcomes.
- ❑ Replicate the study in other communities.
- ❑ Explore other SC models.
- ❑ Early intervention programs and researchers need to be armed with evidence that SC and EI are achieving desired outcomes.