



Kentucky's Early Intervention System FIRST FRIDAY FOCUS

A place where you can get quick updates that spotlight what's going on in Kentucky's Early Intervention System (KEIS) through the listserv on the first Friday of every month
Information Page on the [KEIS website](#).

Office of Special Education Programs (OSEP) Focus Groups Were a Success!

The U.S. Department of Education, OSEP held several focus groups with Point of Entry staff, KEIS Providers, families, and Interagency Coordinating Council (ICC) Members as part of providing Differentiated Monitoring and Support (DMS). OSEP was pleased with the number of participants who took the time to answer questions and take part in the meetings. Voices were heard and the feedback was appreciated. Thank you to everyone who contributed.

New Family Survey Process

The family survey focuses on the family's perception of how KEIS has helped them: understand their rights, effectively communicate their needs, and know how to help their child develop and learn. The survey has not changed, though it is now sent to all families when they exit from KEIS. Please encourage families to take a minute to complete the family survey. This data is reported annually to OSEP on the effectiveness of early intervention services and provides the State Lead Agency (SLA) with ideas for quality improvement.



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Maintaining Fidelity with the Coaching in Early Intervention Training and Mentorship Program (CEITMP)

Want to streamline the CEITMP maintenance period? Data indicates that providers who participate in a refresher meeting and review exemplar videos prior to submitting a maintenance video statistically score higher than providers who do not. Providers who score higher on the coaching adherence rubric are meeting fidelity and have a longer period between video submissions.

Maintenance for trained providers was developed using an implementation science framework (Ai et al., 2022; Fixsen et al., 2005) to sustain the momentum of quality caregiver coaching demonstrated in the CEITMP, and includes ongoing supports (i.e., virtual refresher group meetings, access to TORSH's exemplar library, self-assessment tool, quarterly newsletters, and the new individualized booster meetings). Be on the lookout for emails from ceitmp@louisville.edu regarding your next maintenance period and opportunities to access additional materials and supports.

Expansion of the Evaluation and Eligibility Regulation (902 KAR 30:120)

The regulation pertaining to evaluation and eligibility for KEIS was expanded to include language specifically related to children who are impacted by hearing loss. Infants and toddlers with a diagnosis of a permanent hearing loss are now considered to have an established risk diagnosis and be eligible for services. This includes bilateral and unilateral hearing loss.

The regulation also declares that a child who is suspected of having a hearing loss without verification of degree and who is suspected of having developmental delays, shall have an audiological evaluation at a cabinet-approved Infant Audiological Assessment and Diagnostic Center before proceeding with services.

The confirmation of the child's hearing status helps the IFSP team make appropriate decisions regarding eligibility and early intervention services. The regulation further clarifies that for initial eligibility, if the established risk condition relates to hearing loss, the five (5) area assessment shall be completed by a speech therapist or a teacher of the deaf and hard of hearing to ensure that the assessment is conducted by qualified personnel.

"Our physical therapist has been instrumental in teaching our family members how to support my son's developmental progress. He went from screaming most of the time to now crawling and exploring his environment. Much of his success is attributed to (our provider's) patience and expertise in teaching us how to work with him to achieve his milestones. My family is very thankful for the First Steps program."