

III. Support and Evaluation

The Task Force has developed a time line to assure progress towards development and implementation of the Needs Assessment. An initial contact with Infant Program Administrators regarding infant-toddler social-emotional development as an area of service need has been made. Documentation of information gathered during the Needs Assessment process will be accomplished via direct recording and transcription of statements, observations, recommendations made by the participants. The Needs Assessment written analysis, along with planned next steps, will be sent as a report to CEI-TAN. A less detailed written summary will be sent to the participants. Funding for the next phases of the training project will be sought using the Needs Assessment analysis.

IV. Budget

Collaborative funding and in-kind support is available through ELARC's existing resources:

*Two personnel assigned to the project: Early Intervention Supervisor and Intake Coordinator

*A percentage of existing professional consultant hours

*Use of ELARC facilities, support staff time, equipment

V. Future Funding

Funding to support the development and implementation of the training activities will be pursued via such programs as: California Early Start Personnel Development Scholarship Fund, the California Community Foundation, First Five LA, and Proposition 63 Mental Health Funding.

Proposed Project:

ELARC proposes to develop and administer a Needs Assessment as the first step in planning and implementing a multi-level training program to Early Start personnel and vendors. The Needs Assessment will assist in determining relevant training topics and methods. This Needs Assessment will be developed by ELARC's Social-Emotional Development Task Force. Task Force members are:

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| Carmen Vasquez, LCSW | ELARC Early Intervention Supervisor |
| Paula Ray, Psy.D, MS.Ed | Clinical Psychology Consultant |
| Elise Holloway, MPH, OTR/L | ELARC Occupational Therapy Consultant |
| Mirella Benitez | ELARC Intake Coordinator and parent of an Early Start graduate |

The Needs Assessment will address areas such as:

- *Knowledge of typical and atypical social-emotional development in infants and toddlers
- *Skills needed to address social-emotional needs, including referral for additional service
- *Level of general interest in this topic area
- *Administrators' priorities related to addressing this area of need
- *Direct service providers' priorities related to addressing social-emotional development
- *Perceived barriers to providing services related to social-emotional development
- *Perceived fiscal impact of addressing social-emotional needs within the program

II. Implementation

The Needs Assessment will be administered in two parts, to address the differing needs and interests of the participants. Administrators will be assessed using a focus group format to promote discussion of barriers to service provision, perception of staff needs, and to solicit commitment to the training project. Infant program staff, FRC staff, and individual therapy vendors will be sent a written questionnaire followed up by a telephone contact.

ELARC's Social-Emotional Development Task Force, in collaboration with members of the original multidisciplinary committee, will review and analyze the information gathered by June 30, 2006. The next phases of the multi-disciplinary training project, training activities and implementation will be based on the outcome of this analysis.

I Project Rationale

Background:

Eastern Los Angeles Regional Center (ELARC) formed a multidisciplinary committee of pediatric and infant mental health professionals to address the impact of recent changes to the Individuals with Disabilities Education Act (IDEA), Part C and the Child Abuse Prevention and Treatment Act (CAPTA, 2003). The committee specifically examined the effects of these mandates on the current delivery of early intervention services for its clients in this age group. The committee identified a significant gap in services related to social-emotional development for children ages birth to three years and their families.

There are two key areas of the current service delivery system in which additional training and system development are needed to address IDEA and CAPTA mandates. These areas are:

- 1) Identification and service referral of infants/toddlers with social-emotional delays or social-emotional disturbances.
- 2) Early intervention service providers' knowledge and skills related to social-emotional development and infant mental health concepts, integrating infant mental health concepts into their respective disciplinary roles, developing intervention strategies, and making appropriate referrals to mental health professionals.

ELARC's committee recommended developing a multi-level training program for Early Start intake and service coordination personnel and Family Resource Center staff as well as vendored service providers. These providers include: infant program administrators and staff, occupational therapists, physical therapists, speech pathologists, teachers and child development specialists. The purpose of the training is to close the identified gaps in service provision related to the social-emotional needs of the children and families that ELARC serves in Early Start.

A comprehensive initial needs assessment is planned to insure that the training incorporates the perspectives and needs on the administrative and direct service levels of the vendored community agencies. ELARC senior management, Gloria Wong, Executive Director and Felipe Hernandez, Chief of Consumer Services have endorsed the training project.