

Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT) Meeting

Early Steps Program

Division of Children's Medical Services
February 5-6, 2025



Council Roll Call



AGENDA: FEBRUARY 5, 2025

- Call to Order and Standing Items
- State Updates
- FICCIT Mission, Vision, and Role Review
- FL-EPIC Overview
- Lunch
- FL-EPIC Provider Panel
- Closing Announcements

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MEETING MINUTES



Review and Approve
Meeting Minutes

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State Updates



DATA SYSTEM SCHEDULE

- The Early Steps Data System (ESDS) project has successfully completed the Design and Development/Configuration Phase and is currently in the planning and preparation stages for User Acceptance Testing (UAT) and Training Phases.
- Key project milestones and dates:
 - UAT: 3/10/25 – 4/4/25
 - User Training: 4/21/25 – 5/22/25
 - Data Migration: 5/21/25
 - ESDS Go-Live: 5/27/25
- During UAT, 5–7 business users per Local Early Steps Program will execute real-world business scenarios to identify and document any system defects.

FICFIT DASHBOARD METRICS

Member Recommendation:

- Number of applications received
- Number of evaluations conducted
- Number of children currently enrolled
- Number of children graduating/leaving
- Number of unique visits (and by specialty)
- Number of children seen (and by specialty)

Available Data:

- Number of referrals received
- Number of eligibility evaluations conducted and the number of children eligible post-evaluation
- Number of children actively enrolled and the number of children served with an Individualized Family Service Plan (IFSP)
- Total exit counts as well as expanding data to include exit count types
- Hold for Data System Implementation
- Hold for Data System Implementation

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CURRENT ACTIVITIES

- Contract monitoring and quality assurance monitoring
- Continuing work with the Public Consulting Group (PCG) on a Rate Study, Program Evaluation, and Allocation Methodology
- Request for Proposal to procure Local Early Steps (LES) Program contracts is currently out for response
- Launching revised trainings for Service Coordination and Functional Outcomes

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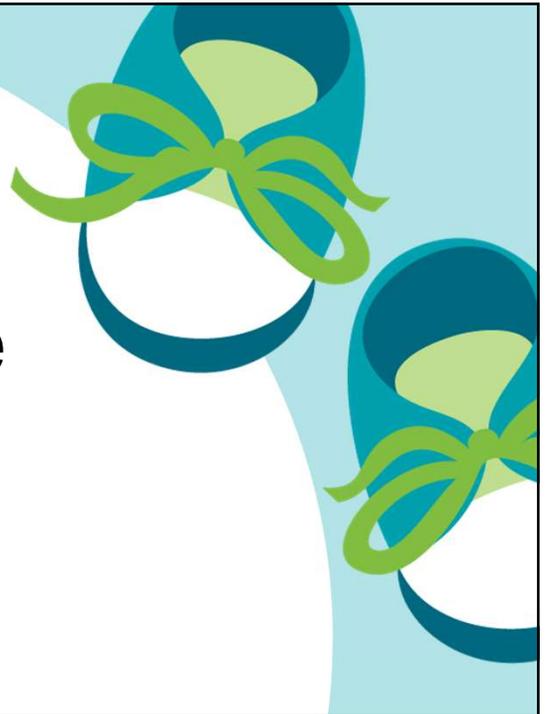
UPCOMING EVENTS

- **Public Awareness Events:**
 - Developmental Disabilities Day at the Capitol, March 11, 2025
 - Children’s Day at the Capitol, April 15, 2025
 - Family Café and Early Wishes event, June 13-15, 2025
 - One Goal Summer Conference, July 16-18, 2025
- **Professional Development Conferences for Staff:**
 - Center for IDEA Fiscal Reporting (CIFR) in May
 - Children’s Medical Services Division Wide Conference in July
 - Office of Special Education Programs (OSEP) Leadership Conference in August
 - Division for Early Childhood (DEC) Conference October

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FICCIT Mission, Vision, and Role Review



FICCIT Authority



34 C.F.R. §303.600

Florida Interagency Coordinating Council for Infants and Toddlers “FICCIT”

A statewide coordinating council to advise and assist in the planning and implementation of the Individuals with Disabilities Education Act (IDEA), Part C

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FICCIT Mission

To advise and assist Florida’s Early Steps system in the successful implementation of early intervention services and supports for infants and toddlers with disabilities and their families.



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FICCIT Vision



FICCIT will advise and assist Early Steps to be the model for innovative and best practices of early intervention to ensure positive child and family outcomes for infants and toddlers with disabilities and their families.

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FICCIT Values

Collaborate with all stakeholders to ensure effective child and family outcomes for infants and toddlers with disabilities and their families.

Work with integrity by making informed recommendations.

Be responsive to the needs of all stakeholders.



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FICCIT Responsibilities

Advise the lead agency regarding fiscal management.

Assist with interagency collaboration to spread public awareness.

Support the annual reporting processes of the lead agency.

Collaborate with state agencies on early learning initiatives.

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Florida Embedded Practices and Intervention with Caregivers (FL-EPIC): Early Steps Professional Development (ESPD)

Patricia Snyder, PhD
Anita Zucker
Center for Excellence in Early Childhood Studies, University of Florida



TEAM FROM TWO INSTITUTIONS OF HIGHER EDUCATION (IHE TEAM)

UF Anita Zucker Center
for Excellence in Early Childhood Studies

FSU CEC-RAP Center
Communication and Early Childhood Research and Practice Center

Information shared in this presentation was supported, in part, through contracts COQXM and COQXY from the Florida Department of Health, Children's Medical Services, Early Steps Program to the University of Florida.

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FL-EPIC



Florida Embedded Practices and Intervention with Caregivers

The journey of a
thousand miles
begins with one
(Early) step.

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Context and Rationale for FL-EPIC ESPD



STATE SYSTEMIC IMPROVEMENT PLAN



Required by all Part C early intervention programs to address area(s) in need of immediate attention.

FL-EPIC ESPD is one part of Florida's State Systemic Improvement Plan (SSIP).

FL-EPIC ESPD activities began in 2017, and we continue to climb to make Florida EPIC.

OSEP: CHILD AND FAMILY OUTCOMES FOR EARLY INTERVENTION PROGRAMS

Child

Percentage of infants and toddlers with IFSPs who demonstrate improved:

1. **Positive social interactions and well-being (including social relationships)***
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
3. Use of appropriate behaviors to meet their needs

Family

Percentage of families participating in Early Intervention (EI) who report services have helped their family:

1. Know their rights
2. Effectively communicate their children's needs
3. **Help their children develop and learn***

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MAP BACKWARD FROM DESIRED CHILD AND FAMILY OUTCOMES



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ACTIVE IMPLEMENTATION FRAMEWORKS: “DRIVERS” OF ENHANCED OUTCOMES



23 Source: Fixsen, D.L., Blase, K.A., & Van Dyke, M.K. (2019). *Implementation practice and science*. Chapel Hill, NC: Active Implementation Research Network.



IMPLEMENTATION DRIVERS: INTEGRATED AND COMPENSATORY



Implementation Drivers figure used with permission in Snyder, P., Hemmeter, M.L., & Fox, L. (2022). *Essentials of practice-based coaching: Supporting effective practices in early childhood*. Brookes. Coaching as a competency driver in active implementation science frameworks and research. From Fixsen, D.L. & Blase, K.A. (2008, June). *Effective applications of innovations*. [Paper presentation]. OASAS Meetings, New York: NY
(Key: ECE = early childhood education.)

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Foundations for FL-EPIC ESPD



THE 3 R'S

3R's of Early Learning Relationships, Repetition, Routines™



RELATIONSHIPS
Nurturing and responsive interactions



REPETITION
Making neural connections by embedding learning in everyday activities and routines



ROUTINES
Predictable activities in everyday activities and routines that engage and motivate

BENEFITS OF EMBEDDED LEARNING

Multiple learning opportunities within and across **meaningful** and **motivating** everyday activities and routines in the context of relationships.



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FL-EPIC INFORMED BY EARLY INTERVENTION PRINCIPLES THAT ALIGN ACROSS DISCIPLINES

- American Occupational Therapy Association (AOTA)
- American Physical Therapy Association (APTA)
- American Speech-Language-Hearing Association (ASHA)
- Division for Early Childhood (DEC) of the Council for Exceptional Children
- For additional information:
https://ectacenter.org/topics/eiservices/natenv_position.asp

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ADDITIONAL SUPPORT FOR FL-EPIC ESPD



H324C020091
Florida State University (J. Woods)



R324A130121
Florida State University (J. Woods, PI),
University of Florida (P. Snyder, Co-PI),
University of Illinois-Chicago
(C. Salisbury, Co-PI).



**Embedded Instruction
for Early Learning**
Tools for Teachers

R324A070008, R324A150076
University of Florida (P. Snyder, PI, J. Algina, Co-PI, M.
McLean, Co-PI, B. Reichow, Investigator
Vanderbilt University (ML Hemmeter, Co-PI)



**Embedded Instruction
for Early Learning**
Tools for Families

R324A200044
University of Florida
(C. Bishop, PI, P. Snyder, Co-PI, J. Algina, Co-PI, K. White)

ADDITIONAL SUPPORT FOR FL-EPIC ESPD, CONT.

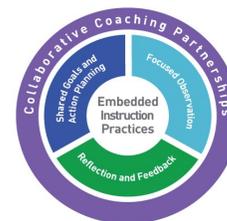


R324A210081
University of Florida
(P. Snyder, PI, C. Bishop, Co-PI, J.
Algina, Co-PI, W. Li, Investigator, K.
Shaw, J. Harrington, C. Conrad
Florida State University
(M. Romano, Co-PI, J. Woods, Co-PI,
E. Kiratzis, A. Sellers)



Pyramid Model

R324A07212, R324A120178
Vanderbilt University (ML
Hemmeter, PI)
University of Florida (P. Snyder,
Co-PI, J. Algina, Co-PI)
University of South Florida (L.
Fox, Co-PI)



**Practice-Based Coaching:
Data-Informed Decision Making**

H326M200021
University of Florida
(P. Snyder, PI, D. Shannon, Co-PI, M.
Conroy, Co-PI, J. Harrington)
Vanderbilt University
(ML Hemmeter, Co-PI, S. Basler)

FL-EPIC: USEFUL, RELEVANT, FEASIBLE, PRACTICAL

What We Say About It

Enhancing Family Capacity to Support Child Learning through Embedded Intervention



What Families Say About It

Supportive	As we make decisions about child and family priorities.
Guiding	Us as we learn how to support our child's development and learning in <i>our</i> everyday activities and routines
Partnering	With us to get the outcomes we want for our child and family.

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Adapted from: Clark, C. (2018, September). *Building family capacity through Early Steps: Celebrating and looking forward*. Keynote presentation at the 25th Anniversary Celebration of the FL Early Steps Program, Palm Beach, FL.

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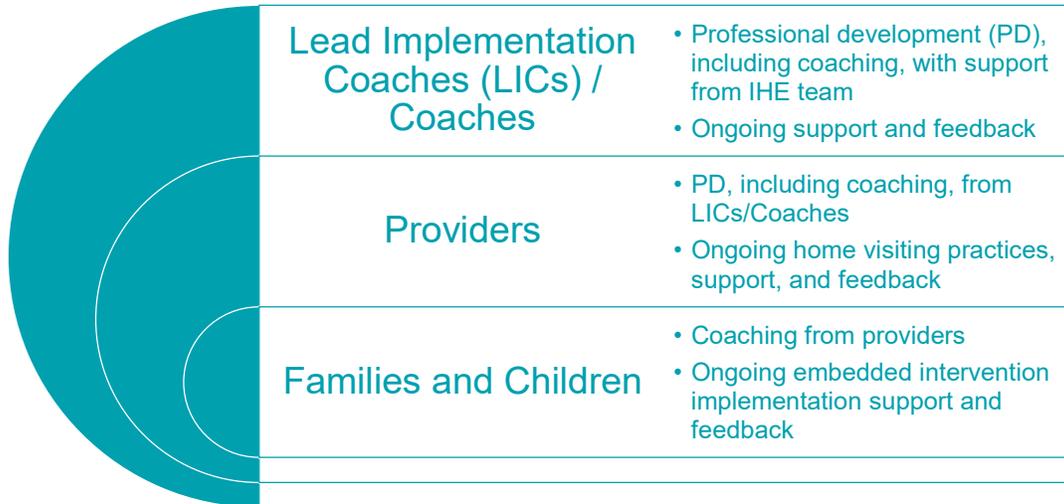
Digging Deeper Into FL-EPIC ESPD



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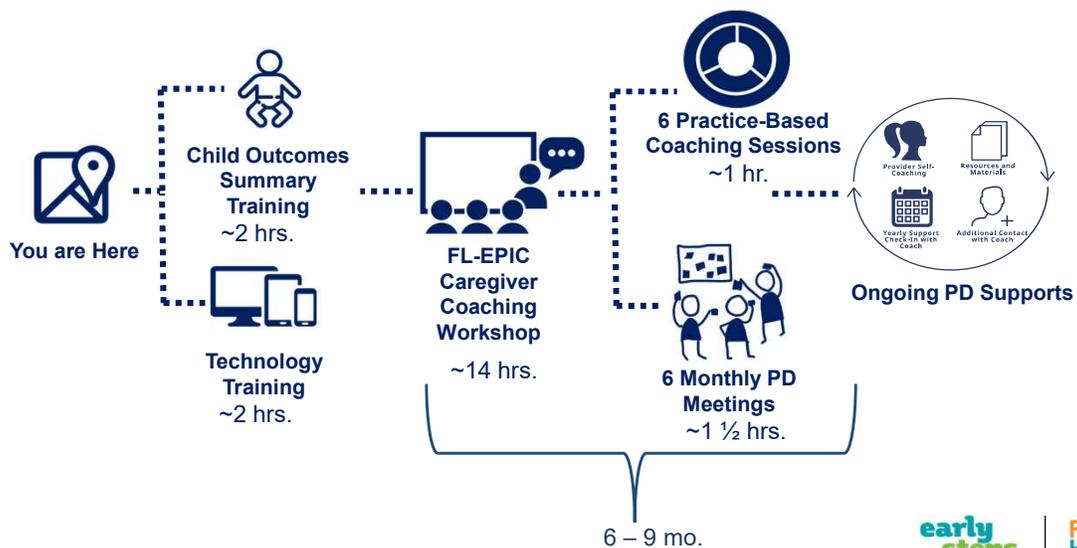
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FL-EPIC ESPD PARALLEL PROCESSES



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PROVIDERS' FL-EPIC ESPD ROADMAP



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OVERVIEW OF FL-EPIC

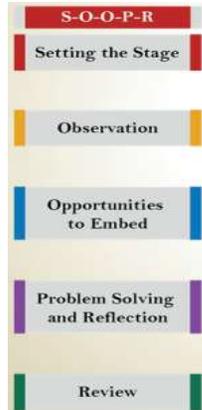
LES Coaches provide professional development, including FL-EPIC workshops, monthly meetings, and Practice-Based Coaching for providers



Snyder, P., Hemmeter, M.L., & Fox, L. (2022). *Essentials of practice-based coaching: Supporting effective practices in early childhood*. Brookes.

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Early Steps Providers: Use SOOPR Home Visiting Practices to Coach Caregivers



Caregivers: Use Embedded Intervention Practices with Children



5Q Visual Model: Supports Caregiver and Others to Embed Intervention Practices in Routines between Provider Home Visits

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PROVIDER SOOPR HOME VISITING PRACTICES CHECKLIST

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<https://www.flearlystepslearningcenter.com/video-library>

Provider Home Visiting Checklist

Provider's Area of Focus: _____

Family's Target(s) for the Child in the Home Visit Session: _____

Before the Session	Yes	Partial	No	N/A	Time	Notes
Prepares for this session by reviewing past session notes, the family's 5Q plan, the child and family IESP outcomes, and other relevant information.						
Setting the Stage						
1. Gathers updates on child and family - listens and encourages caregiver reflection						
2. Gathers updates on intervention implementation since last visit, elicits, encourages caregiver reflection, and sets up problem solving as needed						
3. Shares information related to: <ul style="list-style-type: none"> a. social-emotional development and family interests - connects social-emotional learning targets to functional outcomes and IESP priorities to increase caregiver knowledge and cocontext child development and family interests b. child development and family interests - connects other learning targets to functional outcomes and IESP priorities to increase caregiver knowledge and resources 						
4. Clarifies session targets, strategies, and routines - jointly facilitates caregiver participation and decision making in the discussion of: <ul style="list-style-type: none"> a. social-emotional practices b. other practices to support learning targets 						
Observation and Opportunity to Embed						
5. Observes caregiver-child interaction in routines prior to using any specific coaching strategies - provides feedback and builds on dyad strengths. (This indicator is reported on 2 or more different routine categories)						
6. Uses coaching strategies matched to caregiver and child behaviors as caregiver embeds intervention in routine - identifies and explains to build competence and confidence. (This indicator is reported multiple times on 2 or more different routine categories)						
7. Provides general and specific feedback on caregiver and child behaviors and interactions - teaches and encourages caregiver to participate. (This indicator is reported multiple times throughout session using both general and specific feedback for child and caregiver)						

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EXAMPLES OF FL-EPIC IN ACTION



UF Anita Zucker Center for Excellence in Early Childhood Studies UNIVERSITY OF FLORIDA | Florida HEALTH | early steps | Florida HEALTH | Communication and Early Childhood Research and Practice Center FLORIDA STATE UNIVERSITY

Developed by UF Anita Zucker Center for Excellence in Early Childhood Studies as part of the Florida Department of Health Children's Medical Services Early Steps Contract COQXX.

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“HEART” OF FL-EPIC ESPD



Local Early Steps
Lead Implementation Coaches and
Provider Coaches:

“Success is Best When it’s Shared”

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WHAT DO COACHES DO AS PART OF FL-EPIC ESPD?

Provide	Evidence-based and job-embedded professional development within the LES Program.
Implement	Workshops and professional learning communities (PLCs) focused on FL-EPIC and related practices.
Use	Practice-Based Coaching (PBC) framework to coach providers to use effective caregiver coaching SOOPR home visiting practices to “embed” intervention.
Collaborate and Inspire	Within their LES program, with IHE Team and ESSO, across LES programs, and with providers and families. Promote FL-EPIC and FL-EPIC ESPD across FL and beyond.



Snyder, P., Hemmeter, M.L., & Fox, L. (2022). *Essentials of practice-based coaching: Supporting effective practices in early childhood*. Brookes

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SUPPORT FROM THE IHE TEAM FOR LES COACHES



FL-EPIC ESPD

- Monthly Coach Calls
- Monthly Cross-site Calls
- Coaching Institute
- Individualized FL-EPIC ESPD supports
- Manualized materials and resources
- Coaching community



PBC and FL-EPIC Practices

- Orientation to FL-EPIC ESPD
- Practice-Based Coaching: PBC and FL-EPIC Practices
- Provider Caregiver Coaching



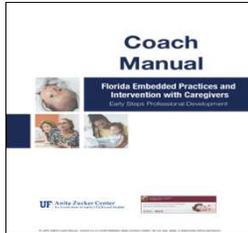
Data-Informed Reflection and Feedback

- Ongoing reflection and feedback about FL-EPIC ESPD and FL-EPIC implementation
- Periodic checks
- Comprehensive checks

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THE ONE ROOM SCHOOL HOUSE



TORSH Talent:
Online
HIPAA-secure
coaching
platform used
by coaches and
providers as
part of FL-EPIC
ESPD



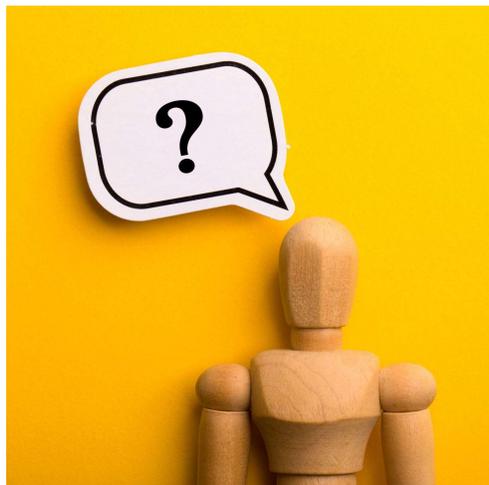
1. Coaches use Practice-Based Coaching (PBC) in collaborative partnerships with providers.
2. Review providers' home visit videos uploaded to TORSH.
3. Complete Home Visiting Checklists and review providers' checklists.
4. Conduct PBC sessions with provider and record sessions in TORSH.
5. Complete PBC Checklists and submit coaching videos and checklists to IHE team.

1. Providers conduct home visits.
2. Record select home visits with family permission.
3. Upload home visit videos and 5Q visual models to TORSH.
4. Complete Home Visiting Checklists.
5. Engage in PBC sessions with coach (initially six sessions).

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WHAT ARE FL-EPIC ESPD EFFORTS AND EFFECTS TO DATE?



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STATEWIDE IMPLEMENTATION

2017

Demonstration Sites:
North Central, Northeastern, North Dade

2019

Space Coast, Treasure Coast

2020

Western Panhandle, Gulf Central
Southwest Florida, Southernmost Coast

2021

Gold Coast, Big Bend, North Beaches

2022

Bay Area, Central FL, West Central



FL-EPIC ESPD EFFORTS AND EFFECTS

IHE Team



Efforts:
IHE
FL-EPIC
Resources
and Support

LES Teams and Coaches



Effects:
FL-EPIC knowledge, skills,
and dispositions
(Competence and
Confidence)

Efforts:
How much FL-EPIC PD to
whom, and in what forms

How well:
FL-EPIC PD as intended
(fidelity)

LES Providers



Effects:
Effective FL-EPIC
SOOPER practices
implementation

Efforts:
How much FL-EPIC
caregiver coaching
practices to families

How well:
FL-EPIC Sooper Home
Visiting Practices as
intended (fidelity
checklist)

Early Steps Families



Effects:
Enhanced confidence
and competence to
embed intervention

Efforts:
How much caregiver
embeds within and
across routines

How well:
5Q as intended
(5Q Visual Model)

Early Steps Children



Effects:
Enhanced child
learning
outcomes



IHE EFFORTS AND EFFECTS



100% LES sites received initial PD to implement FL-EPIC ESPD

100% LES sites receive ongoing PD and other support to implement FL EPIC ESPD as intended



96% Mean FL-EPIC Workshop Fidelity

91-97% Mean Monthly PLC Meeting Fidelity

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PBC FOR PROVIDERS



79% Mean IHE-reported percentage for PBC implementation fidelity

91% Mean coach-reported percentage for PBC implementation fidelity

5.6 Mean rating on 6-point scale about extent PBC helped providers with the use of FL-EPIC practices



100% Percentage of providers coached who agreed feedback as part of PBC helped them use FL-EPIC practices.



All feedback was relevant, immediately applicable, and helpful for both myself and my families. The atmosphere of coaching was positive and constructive. I think watching myself, while uncomfortable, was very powerful.

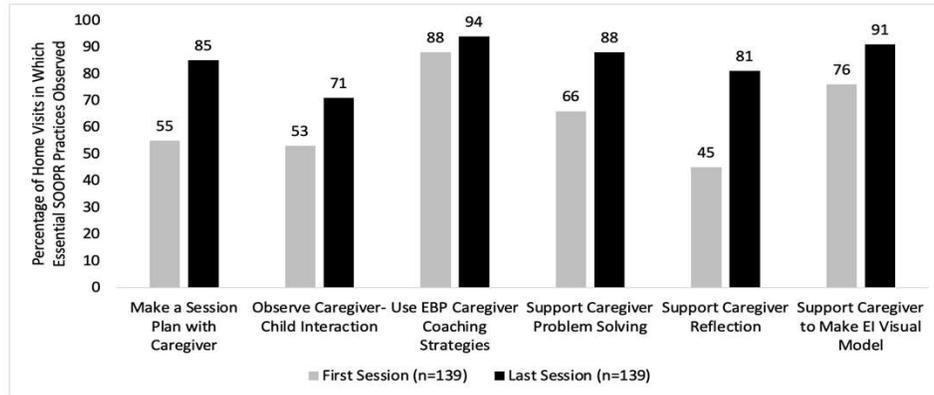
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SOOPR HOME VISITING PRACTICES: PROVIDERS

Figure 1. Essential SOOPR Practices Implementation for Providers who Completed FL-EPIC ESPD FFY 2023-2024



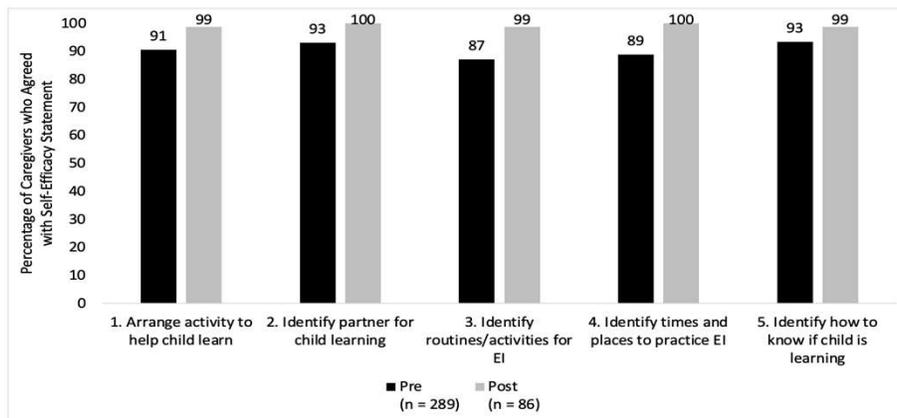
Note. First Visit = First observed home visit following FL-EPIC Workshop (n = 139). Last Visit = Last observed home visit following FL-EPIC Workshop (n = 139). EBP = evidence-based practices. EI = embedded intervention. Data are only shown for providers who completed FL-EPIC ESPD in FFY 2023-2024 and who received at least 3 PBC sessions.

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CAREGIVER SELF-EFFICACY

Figure 3. Caregiver Self-Efficacy Ratings from Caregivers Whose Providers Completed FL-EPIC ESPD in FFY 2023-2024



Note. Pre = before provider's participation in FL-EPIC ESPD (n = 289). Post = following provider's participation in FL-EPIC ESPD (n = 86). EI = embedded intervention.

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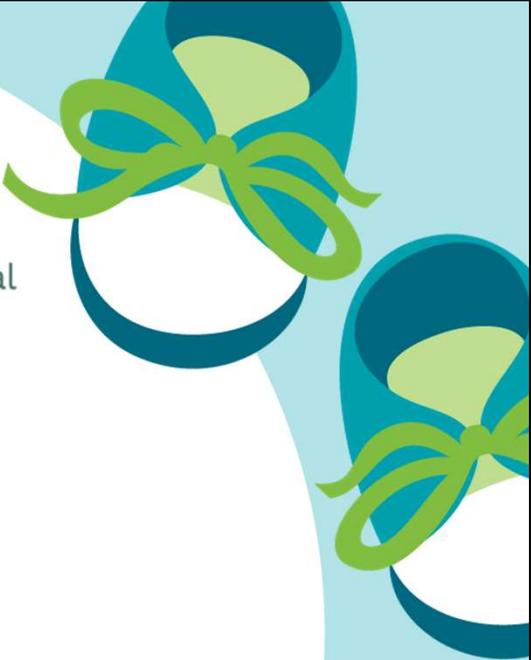
CHILD OUTCOMES PRE AND POST FL-EPIC (~6 TO 9 MONTHS)

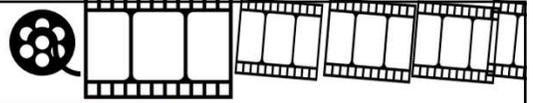
OSEP Child Outcome Areas Pre and Post FL-EPIC Child Outcome Summary (COS) Process		
	Summary Statement 1 (substantially increased rate of growth)	Summary Statement 2 (within age expectations)
Outcome 1 Social-Emotional	63%	38%
Outcome 2 Knowledge and Skills	64%	23%
Outcome 3 Behaviors to Meet Needs	57%	29%

Summary Statement percentages shown in the tables are based on *pre-post COSs completed by families and providers over approximately 6 months of providers' involvement in FL-EPIC ESPD in 2023-2024 (n = 95)*. It is important to interpret the data in the tables within this pre-post window. In contrast, *entry-exit COS data collected across the state are based on when the child/family enters Early Steps and when they exit Early Steps.*

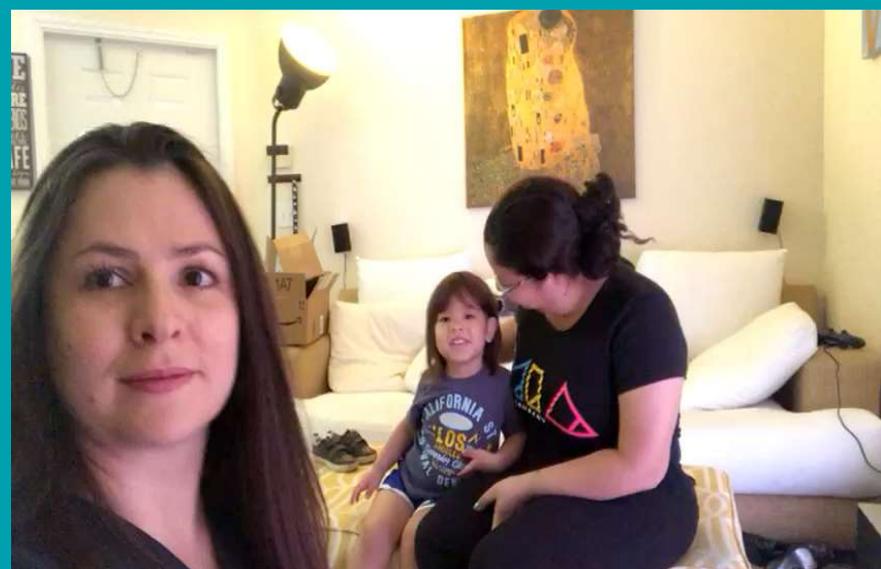
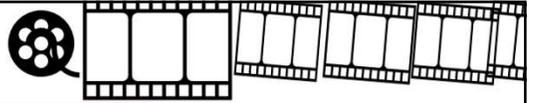
Voices from the Field

things-clicked positive practical
supportive helpful
 natural high-quality works
 problem-solving
 true-collaboration
 successful empowered
 involved better-results independent
 applicable
 professional engaged





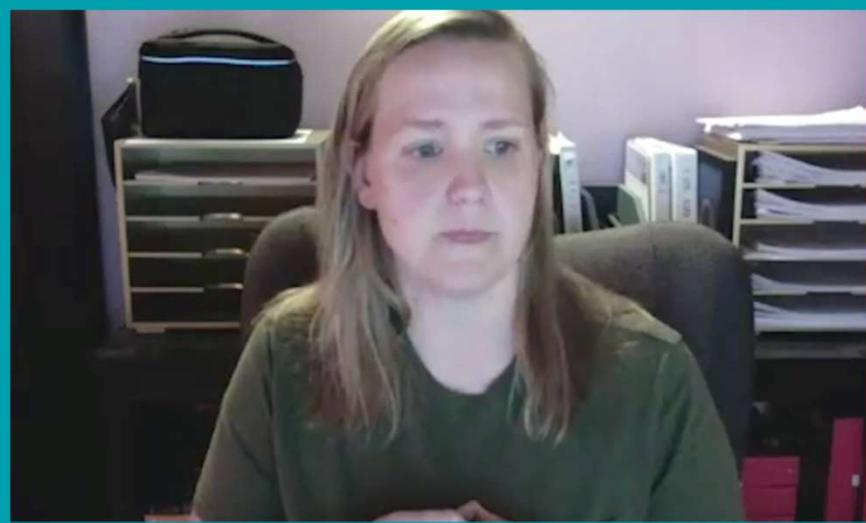
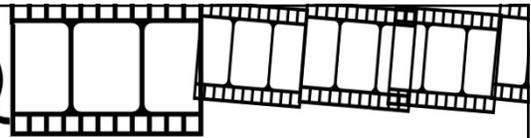
FAMILY



FAMILY



PROVIDER



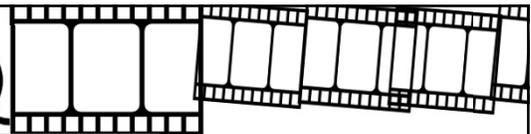
"...developing a plan and strategies that really work for each individual family..."

"What are some opportunities to try something new or try something in a different way?"

"[Parents] are able to go through their whole routine or activity and be successful."



PROVIDER AND COACH



"Coaching and training was practical and applicable to my everyday work."

"[Coaching] was a collaboration... like a bunch of professionals getting together and problem solving."

"You can see moments where families got, 'Hey, I did that. I helped my child do that.'"

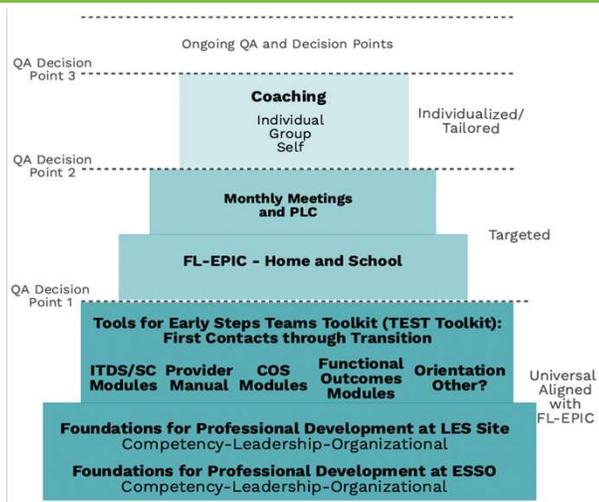


Sustainability and Future Frontiers

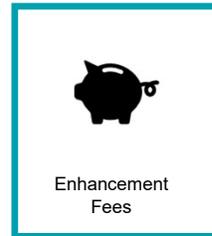
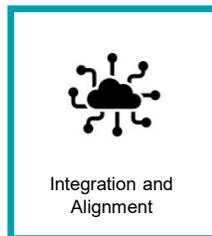
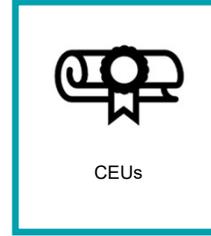
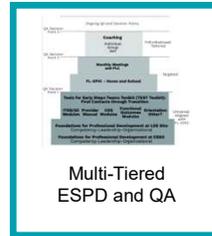
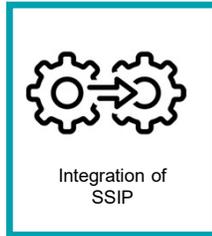
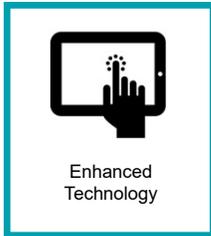


MULTI-TIERED SYSTEMS OF PD SUPPORTS

Multi-tiered Systems of PD Supports promotes integrated, aligned, and ongoing quality assurance and improvement cycles.



KEY COMPONENTS



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ACKNOWLEDGEMENTS AND ADDITIONAL INFORMATION

- IHE Teams at UF Anita Zucker Center and FSU CEC-RAP
- Early Steps State Office Team
- Local Early Steps Teams and Coaches
- Providers, Families, and Children

<https://www.flearlystepslearningcenter.com>

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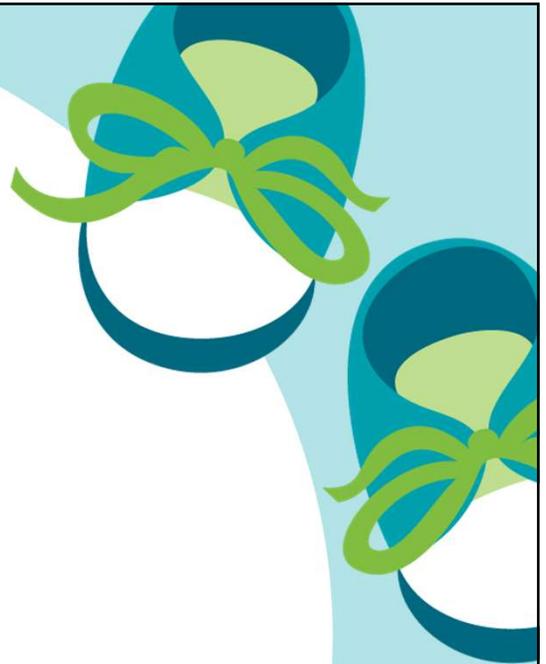
QUESTIONS AND DISCUSSION



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FL-EPIC Provider Panel



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Closing Announcements



Adjourn



Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT) Meeting

Early Steps Program
Division of Children's Medical Services
February 6, 2025



Council Roll Call



MEETING AGENDA: FEBRUARY 6

- Call to Order
- IFSP Overview
- Public Comment
- Closing Announcements

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IFSP Overview

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Questions and Council Discussion

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Public Comment



CLOSING ANNOUNCEMENTS



Next Meeting:
June 12, 2025
Orlando, FL

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Adjourn

