

The Early Intervention program, administered by the Department of Behavioral Health and Developmental Services (DBHDS), provides services and supports to infants and toddlers with developmental delays and their families, in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). These services may include, but are not limited to, speech therapy, physical therapy, occupational therapy, psychological services, and service coordination.

The services are intended to minimize developmental delay, maximize potential for independent living, and reduce costs to society by minimizing future need for special education and related services.

EARLY INTERVENTION TRENDS

QUALITY

Fewer children have demonstrated substantial improvements in assessed skills and abilities following receipt of early intervention services, but these trends are likely due to increased assessment accuracy following recent quality improvement efforts, rather than to a decline in actual outcomes. A majority of families consistently reported that services helped them know their rights, assist in their child's learning and development, and effectively communicate their children's needs.

QUALITY INDICATOR	1 YEAR TREND	4 YEAR TREND	8 YEAR TREND
<i>Know Their Rights</i>	↓	↔	↑
<i>Help Children Develop & Learn</i>	↓	↔	↑
<i>Social-Emotional Skills*</i>	↔	↓	↓
<i>Knowledge & Communication*</i>	↓	↓	↓
<i>Appropriate Behavior*</i>	↔	↓	↓
<i>Natural Environment</i>	↔	↔	↔
<i>Communicate Needs</i>	↓	↑	↑

**The trends in the trend summary for the indicators social-emotional skills, knowledge and communication, and appropriate behavior are averages of the percentage changes of: 1) infant/toddler significant substantial improvement in this area, and 2) infant/toddler functioning within age expectations in this area.*

ACCESSIBILITY

Available data on the accessibility of early intervention services is limited and mostly focused on timeliness of service provision. More than 95% of infants and toddlers received services in a timely manner after parental consent was obtained, and had a conference regarding transition from early intervention to preschool in a timely manner, although the latter has fluctuated substantially in recent years.

ACCESSIBILITY INDICATOR	1 YEAR TREND	4 YEAR TREND	8 YEAR TREND
<i>Timely Individualized Family Service Plan (IFSP) Service Provision</i>	↔	↔	↑
<i>Transition to Preschool</i>	↑	↓	↑

When interpreting this trend summary, it is important to note that all trends are based on the most recent data available at the time of trend report development. As a result, some indicator trends may be based on data that is older or newer than other indicator data. Data and years for which data was available are shown on the indicator summary pages in the trend report. Additionally, the trend arrows are based on the percentage change over time. Please note that changes less than one percent are deemed “about the same” and indicated with “↔.” This threshold does not indicate statistical significance, so it is possible that fluctuations greater or less than one percent were due to random chance. More information on how the trend summary was determined is included in the Data Sources & Limitations section in the full report document.

The Virginia Board for People with Disabilities hopes this report helps policymakers, advocates, and the general public easily track performance over time and identify areas for improvement across the disability services system.

For the full report, please visit the Board’s website: www.vaboard.org

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