



# Innovative Models of Naturalistic Communication Intervention for Children 0-5 Years

## OSEP Model Demonstration Projects

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# Overview

- Provide background on OSEP's current model demonstration program
- Outline the conceptual framework guiding the work of the projects
- Review the work of the individual projects
- Discuss the challenges of implementing the models and the implications of working with Part C

# OSEP's model demonstration authority

- IDEA 2004 authorized model demonstrations as a way to support OSEP's technical assistance activities by:
  - “applying and testing research findings in typical settings where children with disabilities receive services to determine the usefulness, effectiveness, and general applicability of such research findings.” (Sec.663 (c) (1))



# Model Demonstration Projects (MDPs):

- Develop new practice, procedure, or program models on the basis of theory and/or scientifically or evidence-based research
- Implement the models in typical settings
- Assess impacts
- If the model is associated with benefits, may go on to disseminate or scale-up the model

# Four cohorts of MDPs are addressing:

- Progress monitoring in elementary reading instruction
- Tertiary behavior interventions in elementary and middle school
- Naturalistic language interventions for children birth through 5
- Multi-tier interventions in writing in high schools



# The Model Demonstration Coordination Center (MDCC) was launched in 2005 to:

- Identify characteristics of an effective implementation/evaluation/refinement process that moves a practice from early testing to being ready for wider adoption
- Coordinate each cohort's evaluation and synthesize and analyze their findings to maximize the strength of evidence produced

# MDCC activities:

- Facilitate a collaborative partnership with the MDPs to create opportunities for learning
- Contribute and/or broker methodological expertise
- Conduct cross-MDP analyses
- Develop a data system
- Communicate implementation and evaluation findings to promote a deeper understanding of the model demonstration process and its results



# Common features of cohort 3 MDPs

- Models of naturalistic language interventions for children ages birth through 5
- Implement the model in 3 sites
- Enroll children in Part C programs and follow them into Part B programs
- Provide professional development to providers implementing the model

# Common features of cohort 3 MDPs: Data Collection

- **Child outcome measures**
  - Mullen
  - CSBS
  - Communication IGDI
  - PLS-4
  - Get it, Got it, Go!
  - Language sampling

# Common features of cohort 3 MDPs: Data Collection

- Family Outcomes
- Provider Outcomes
- Fidelity Measures
- Social Validity Measures
- Documentation of the context the model is being implemented in

# Early Childhood Language Intervention Cohort

## – Orelena Hawks Puckett Institute

- Carl Dunst
- Carol Trivette

## – University of Kansas

- Dale Walker
- Steve Warren
- Kathy Bigelow, Jane Atwater

## – Vanderbilt University, Florida State University

- Ann Kaiser
- Juliann Woods