

WHO WE ARE

The Research and Training Center is housed at the University of Connecticut Center on Developmental Disabilities. Partners include University of North Carolina at Chapel Hill, Indiana University and Utah State University.

WHAT WE KNOW

Service coordination is a critical component of early intervention under Part C of IDEA, but families and service providers feel that the system is not working as well as it could be.

WHAT WE HAVE FOUND

The current status, critical outcomes, and recommended practices, of service coordination.

WHAT WE HAVE DONE

- ◆ Gathered information from families, service coordinators, service providers, and administrators.
- ◆ Analyzed and disseminated data.
- ◆ Developed learning communities to change current practices.

WHAT WE WILL DO

- ◆ Develop and disseminate Service Coordinator Competencies.
- ◆ Develop and disseminate training modules.

PROJECT STAFF

Principle Investigator

Mary Beth Bruder, Ph.D.

Co-Principle Investigator

Gloria Harbin, Ph.D.

Project Coordinator

Melissa Van Buren, Ed.D.

Project Investigators

Michael Conn-Powers, Ph.D.

Carl Dunst, Ph.D.

Richard Roberts, Ph.D.

For more information, please contact:

Melissa Van Buren, Ed.D.

University of Connecticut

A.J. Pappanikou Center

for Developmental Disabilities

263 Farmington Ave., MC 6222

Farmington, CT 06030

Tel: (860) 679-1586

Fax: (860) 679-1571

E-mail: vanburen@uchc.edu

www.uconnuccdd.org/projects/rtc

The Research and Training Center on Service Coordination is funded through grant #H24L990002 from the Office of Special Education Programs, U.S. Department of Education.



This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.

Brochure available in alternate formats



University of Connecticut

A.J. Pappanikou Center for
Developmental Disabilities

A University Center for Excellence
in Developmental Disabilities
Education, Research, and Service



**RESEARCH AND TRAINING
CENTER ON SERVICE
COORDINATION**

Current Findings
and Activities

QUESTIONS GUIDING OUR WORK

The Center is structured to explore five key questions and to disseminate information about findings and recommendations:

1. What models of service coordination currently exist across the nation?
2. What are the outcomes of effective service coordination?
3. What are the recommended practices in effective service coordination?
4. How can effective service coordination be measured using new and familiar tools?
5. What training models best reflect recommended practices of effective service coordination?

Service coordination is the activity carried out to assist and enable an eligible child and family to receive the rights, procedural safeguards, and services provided by the state's early intervention program. This includes coordinating services across agency lines and serving as the single point of contact to help families obtain the services and assistance they need.

STUDIES CONDUCTED OVER THE PAST FOUR YEARS

- ◆ Part C coordinators in all 57 states and territories were surveyed regarding the status of service coordination.
- ◆ Parent leaders in all states and territories were surveyed about their experiences with service coordination.
- ◆ Parents on ICC boards in 50 states were surveyed about their perceptions of service coordination models and practices in their states.
- ◆ Training personnel in 55 states and territories were surveyed regarding training practices for service coordinators.
- ◆ Forty-seven focus groups were held with six stakeholder groups to identify outcomes of high quality service coordination.
- ◆ Thirty-nine focus groups were held with four stakeholder groups to identify the service coordination practices that would lead to effective service coordination.
- ◆ A Delphi study of outcomes of high quality service coordination was distributed to 275 participants in six stakeholder groups in four focal states.
- ◆ A Delphi study of service coordination practices was distributed to 4,730 participants in 50 states and D.C.

INTERVIEWS CONDUCTED

- ◆ One hundred thirty families and their service coordinators were interviewed about the service coordination outcomes that were important to their family.
- ◆ Families and their service coordinators were asked who helped the families reach the outcomes that were important to them.

LEARNING COMMUNITIES ESTABLISHED

- ◆ Learning Communities consisting of key stakeholders were established in four states, Colorado, Florida, North Carolina and Ohio, to embark on system change initiative regarding their state's Part C Service Coordination System.
- ◆ Strategic planning was conducted in each of the four states to develop individual action plans for improving service coordination.

To read our findings, please visit our website at www.uconnucedd.org/projects/rtc or call Melissa Van Buren at (860) 679-1586 for copies of our data reports.
