



Early Intensive Developmental and Behavioral Intervention (EIDBI)
Advisory Group Meeting
July 2019

ASD.DHS@state.mn.us

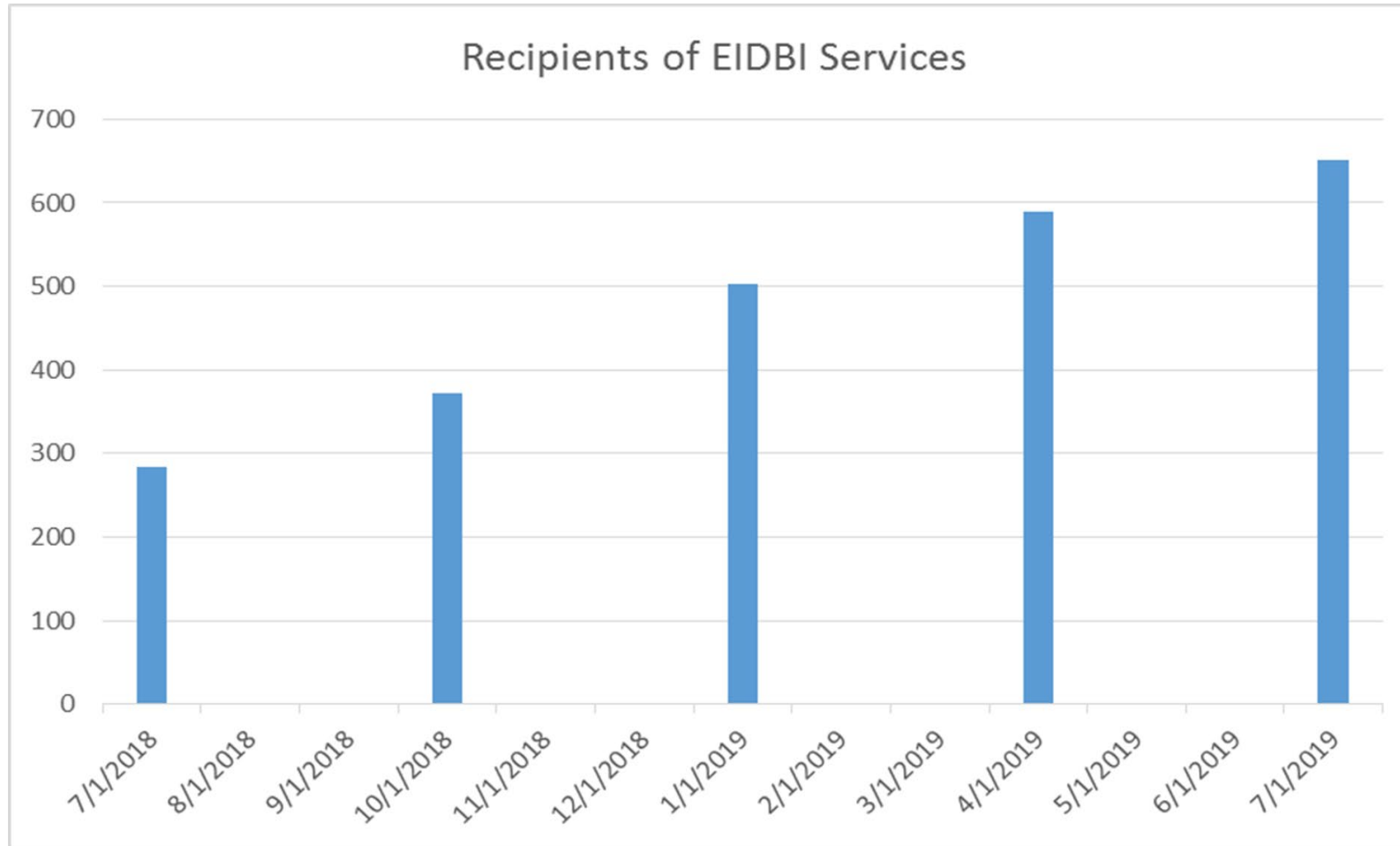
Welcome and agenda

- Housekeeping
- Updates
- Forms
- Provider panel
- School and coordination of services

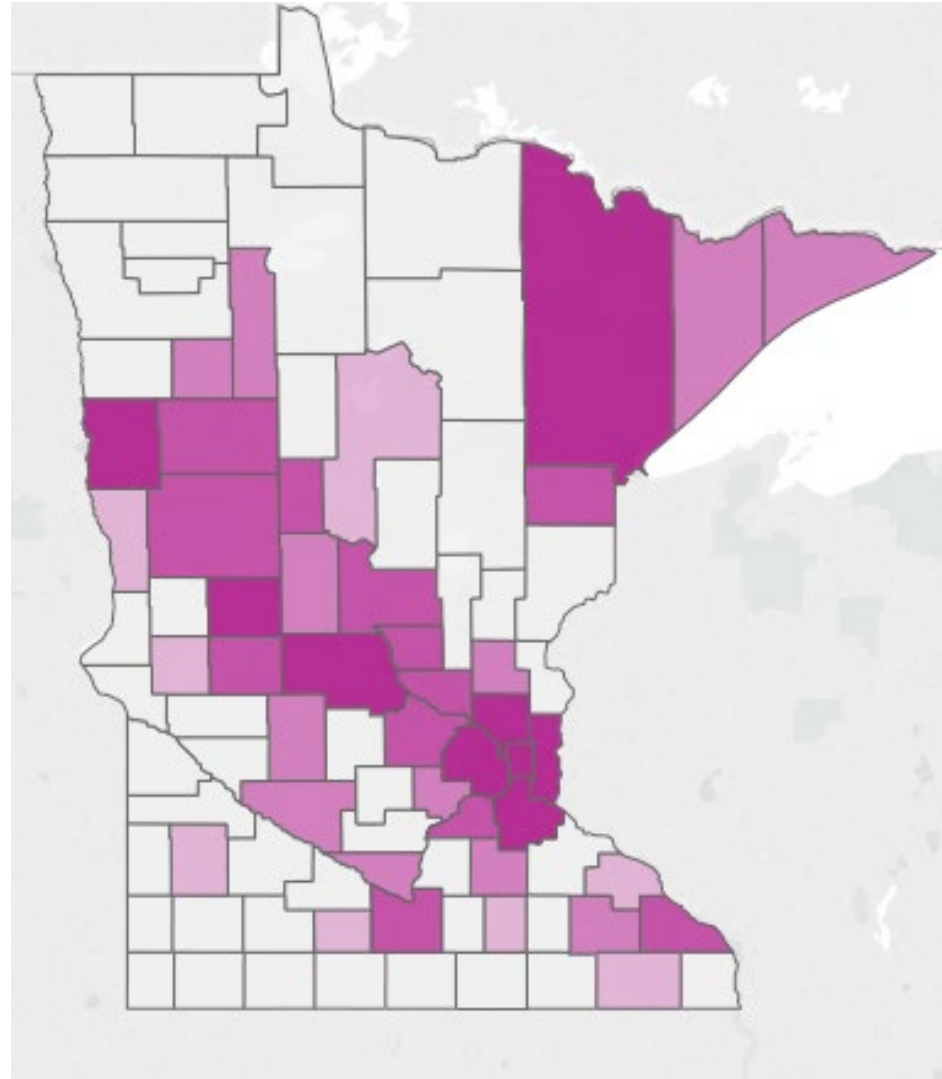
Update on providers and people served

- 48 enrolled agencies
- 75 enrolled comprehensive multi-disciplinary evaluation (CMDE) providers
- 652 people received EIDBI services as of July 1, 2019
- To find an EIDBI provider, visit the [MHCP Provider Directory](#) and search for “CMDE” or “EIDBI”

Recipients of EIDBI services



Heat map



How to receive updates

Minnesota Health Care Programs (MHCP) provider news updates:

- Sign up to receive updates on [DHS – MHCP provider new and updates](#)

EIDBI policy changes:

- See the [EIDBI Policy Manual](#)

Billing, enrollment and policy updates

Updates to:

- Signature requirements on the Individualized Treatment Plan (ITP) and Comprehensive Multi-Disciplinary Evaluation (CMDE) forms
- Billing codes
- Enrollment portal for providers

State Plan Amendment (SPA)

Approved on June 6, 2019:

- Observation and direction change
- Level I and Level II providers can now provide observation and direction to other Level I and Level II providers

SPA: Observation and direction

- State Plan Amendment approved the change
- See handout

Legislative update

- Continuing work on 2020 legislation
- Legislation for increased background study requirements for EIDBI providers was not included in the Health and Human Service Bill
 - Will try again in 2020

Training updates

- EIDBI 101 launched on TrainLink; training exception removed
- EIDBI 101 for families and lead agencies is in development and should launch by fall 2019
- **Multicultural online training development updates:**
 - Stakeholder feedback
 - Timeline

Upcoming provider feedback meetings

Dates and times:

- July 23, 2019, 11 a.m. to 12:30 p.m.
DHS Andersen Building or via webinar
- Oct. 15, 2019, 11 a.m. to 12:30 p.m.
DHS Andersen Building or via webinar

Additional information and registration: [2019 EIDBI provider input and information sessions](#)

Recent outreach

- May 13, 2019: Managed care organization meet-and-greet with EIDBI providers
- May 29, 2019: Freeborn County presentation
- June 26, 2019: Moorhead community outreach meeting
- July 10, 2019: Steele County presentation
- Meeting with families during site visits:
 - Six visits completed so far

Upcoming outreach

- [Age & Disabilities Odyssey Conference](#) in Duluth, MN:
 - Presentation: Aug. 1, 2019, 1-2:15 p.m.
 - Booth: July 30 through Aug. 1, 2019
- Community outreach meeting in Grand Rapids, MN:
 - July 31, 2019, 7:30 p.m., Itasca Resource Center
- Currently planning fall provider meet-and-greets and other events

Provider panel introductions

Please introduce yourself by sharing your:

- Name
- Organization
- Role

Panel questions

- How long have you been providing EIDBI services?
- What counties in Minnesota do you serve?
- How many children receive EIDBI services through your agency?
- What do you see as the biggest incentive to provide EIDBI services?

Panel questions (cont.)

- Tell us about your transition from CTSS to EIDBI:
 - What worked well?
 - What was a barrier?

There have been many changes within EIDBI, many of which were identified as solutions from this group (e.g., provider qualification changes). How have those changes improved services?



School Collaboration with EIDBI Providers: a Pathway to Success

Erin Farrell | ASD Specialist

July 12, 2019



Ten Minnesota Commitments to Equity

1. Prioritize equity.

2. Start from within.

3. Measure what matters.

4. Go local.

5. Follow the money.

6. Start early.

7. Monitor implementation of standards.

8. Value people.

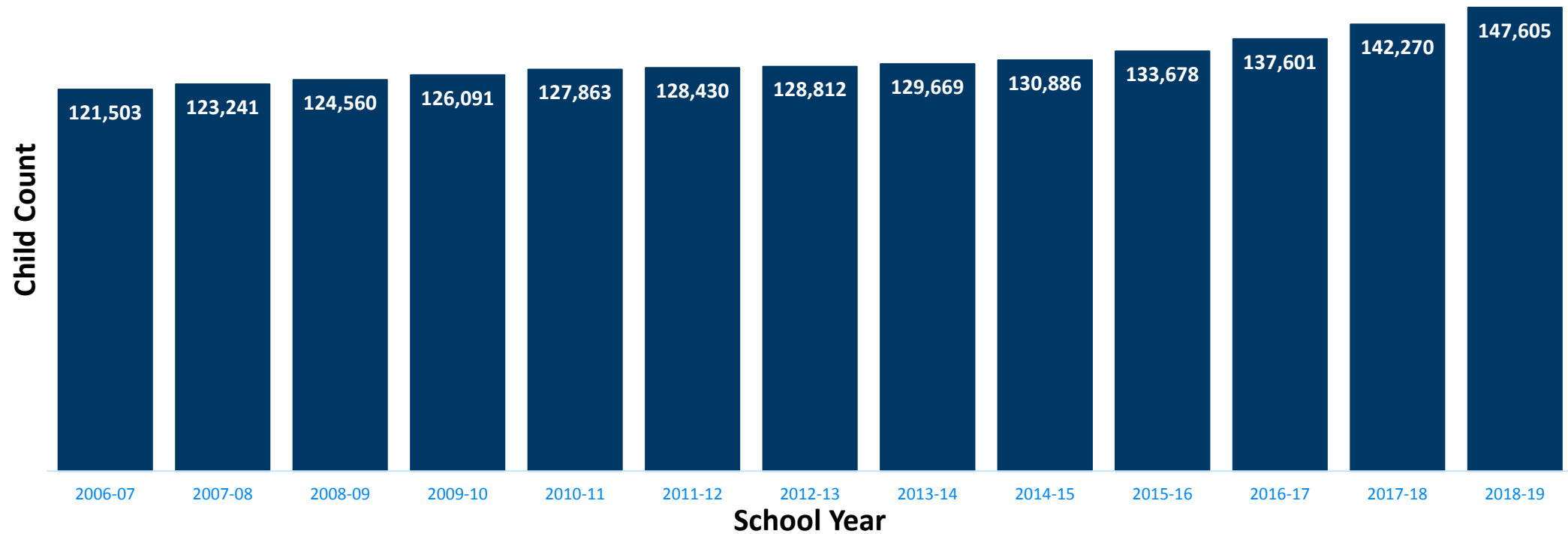
9. Improve conditions for learning.

10. Give students options.

- Data review
- Collaborative effort: PBIS
- Collaborative effort: SLMH
- Collaboration with schools
- Resources

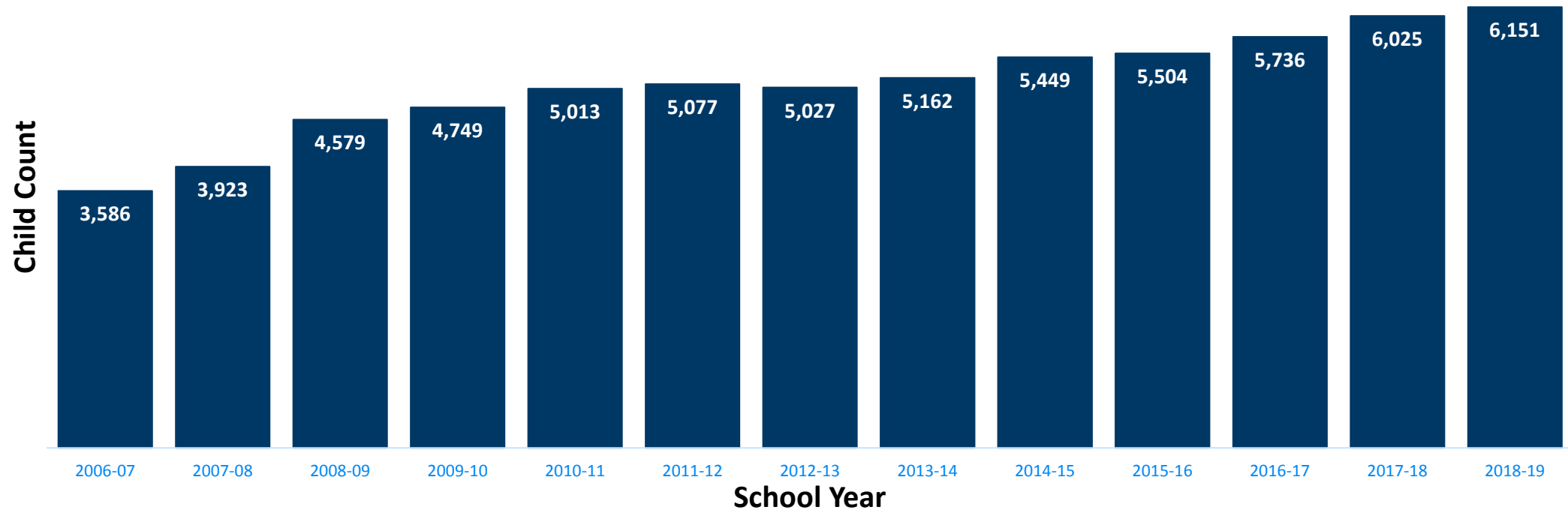
MN Special Education child count: Birth–21 years old

Minnesota Special Education Child Count Ages 0-21



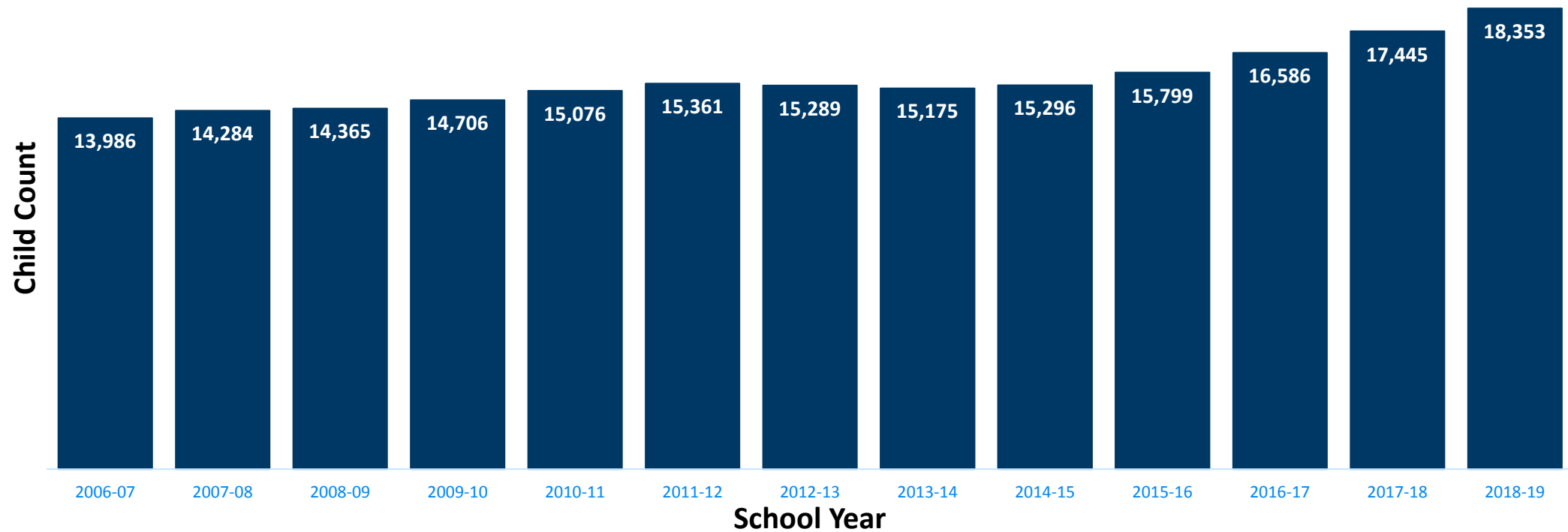
MN Special Education child count: Birth–2 years old

Minnesota Special Education Child Count Ages 0-2



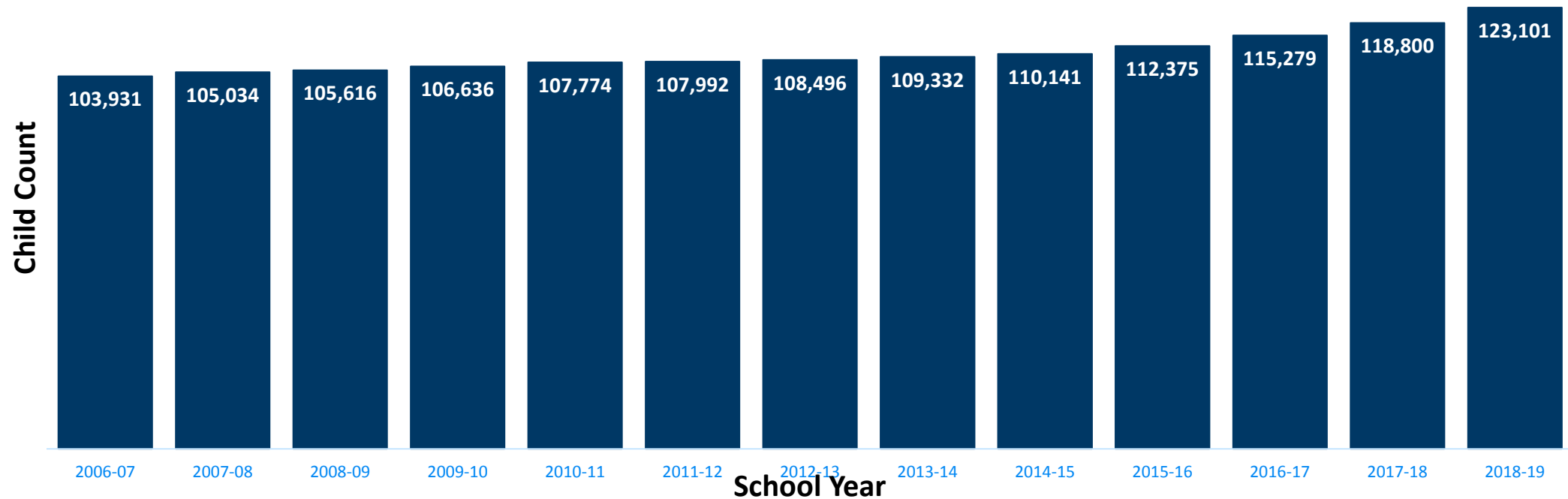
MN Special Education child count: 3–5 years old

Minnesota Special Education Child Count Ages 3-5



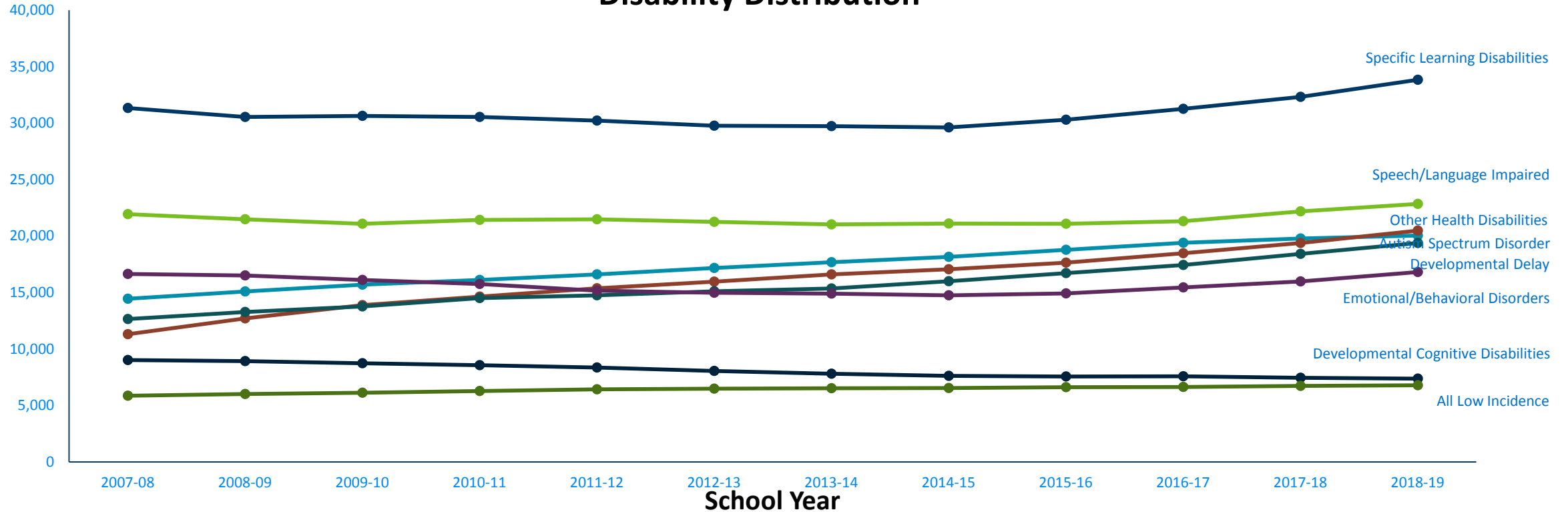
MN Special Education child count: 6–21 years old

Minnesota Special Education Child Count Ages 6-21



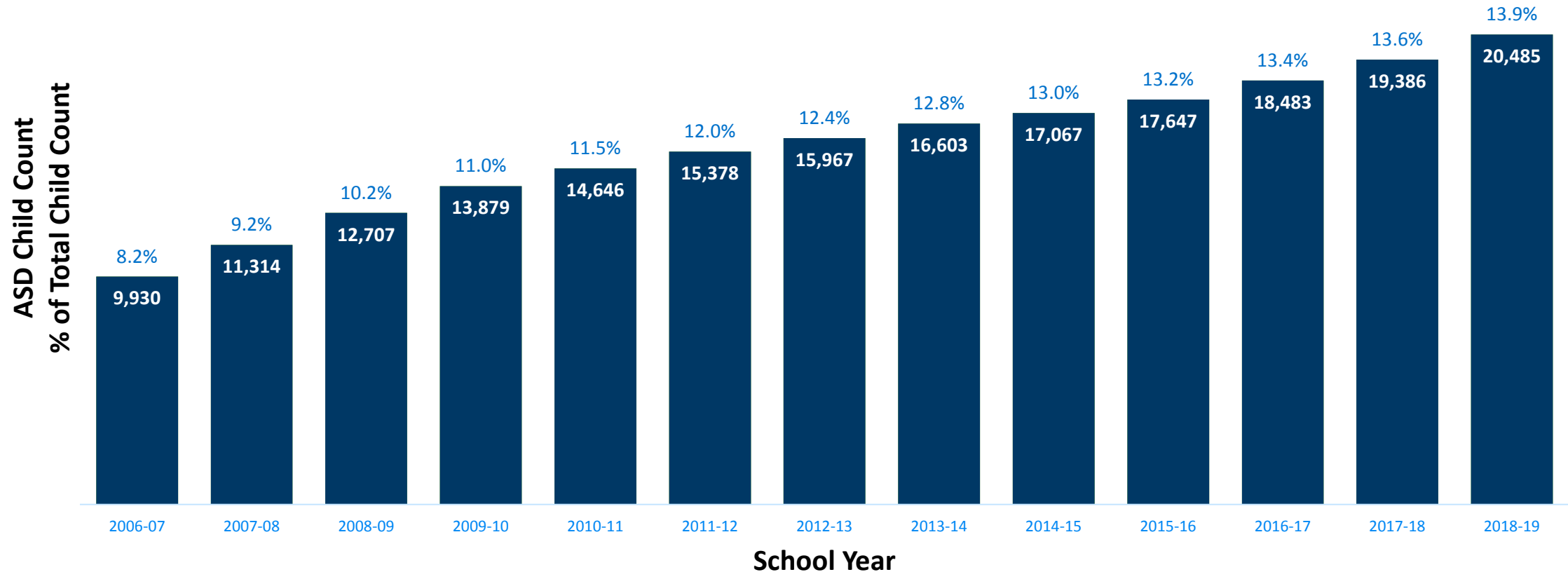
MN Special education child count: Disability distribution

Minnesota Child Count Ages 0-21 Disability Distribution



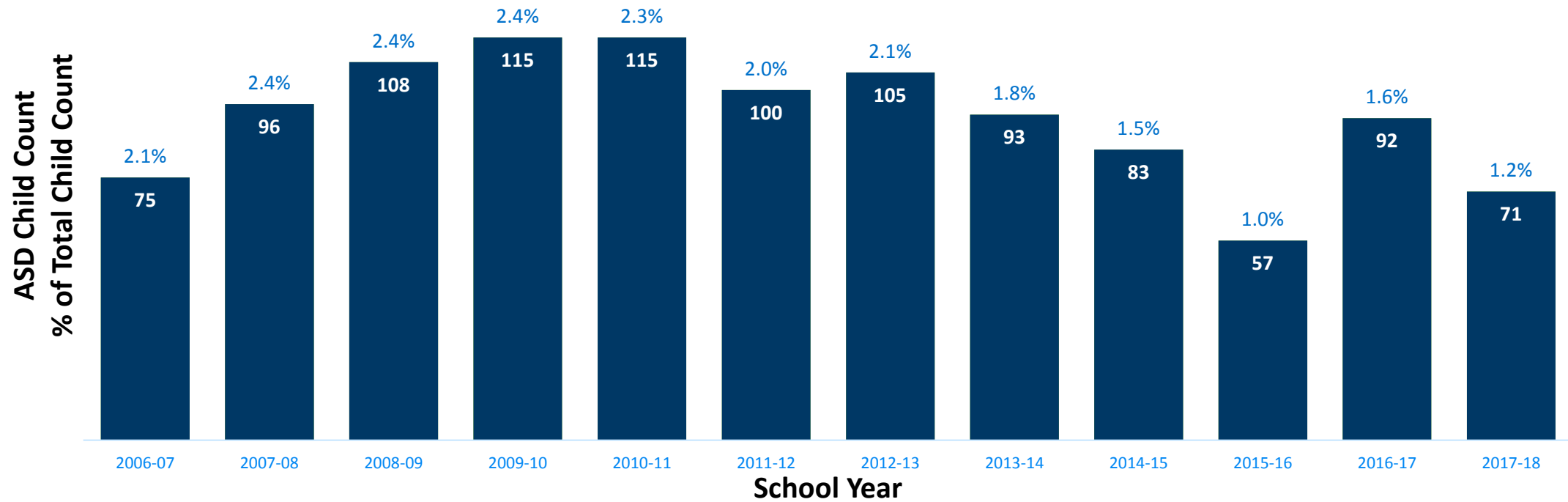
MN child count: ASD birth–21 years old

Minnesota Child Count Ages 0-21 Autism Spectrum Disorder



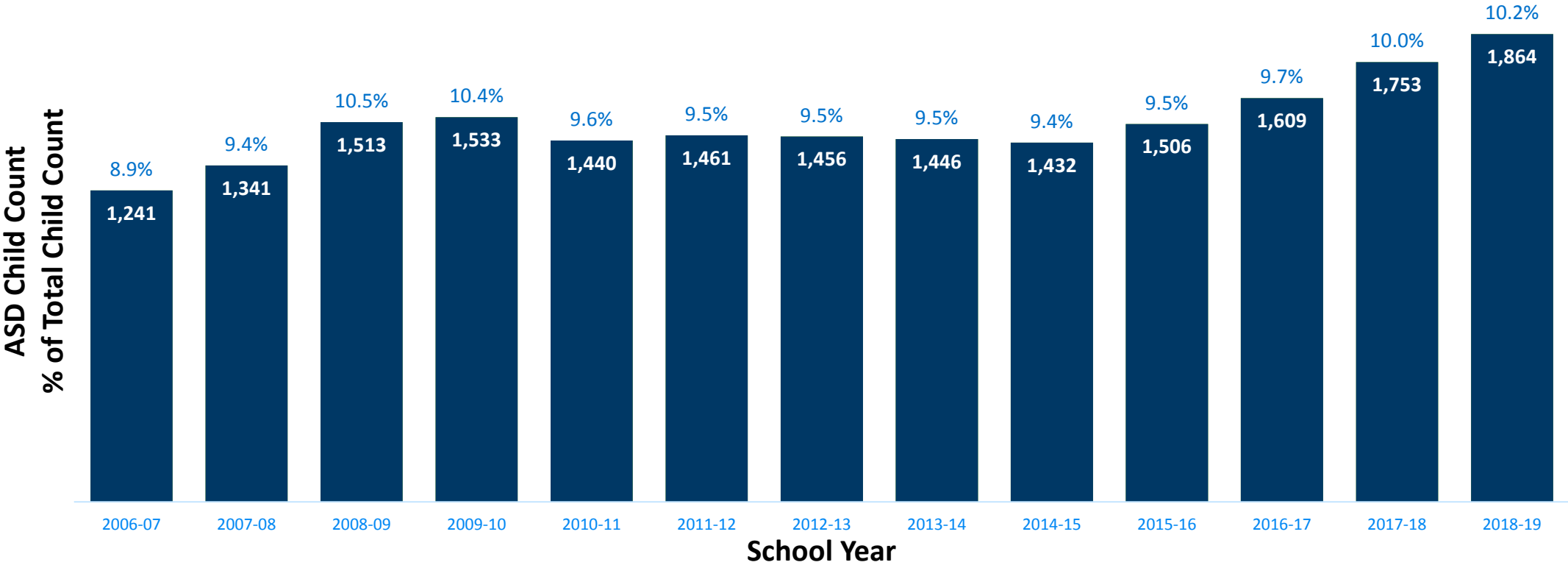
MN child count: ASD birth–2 years old

Minnesota Child Count Ages 0-2 Autism Spectrum Disorder



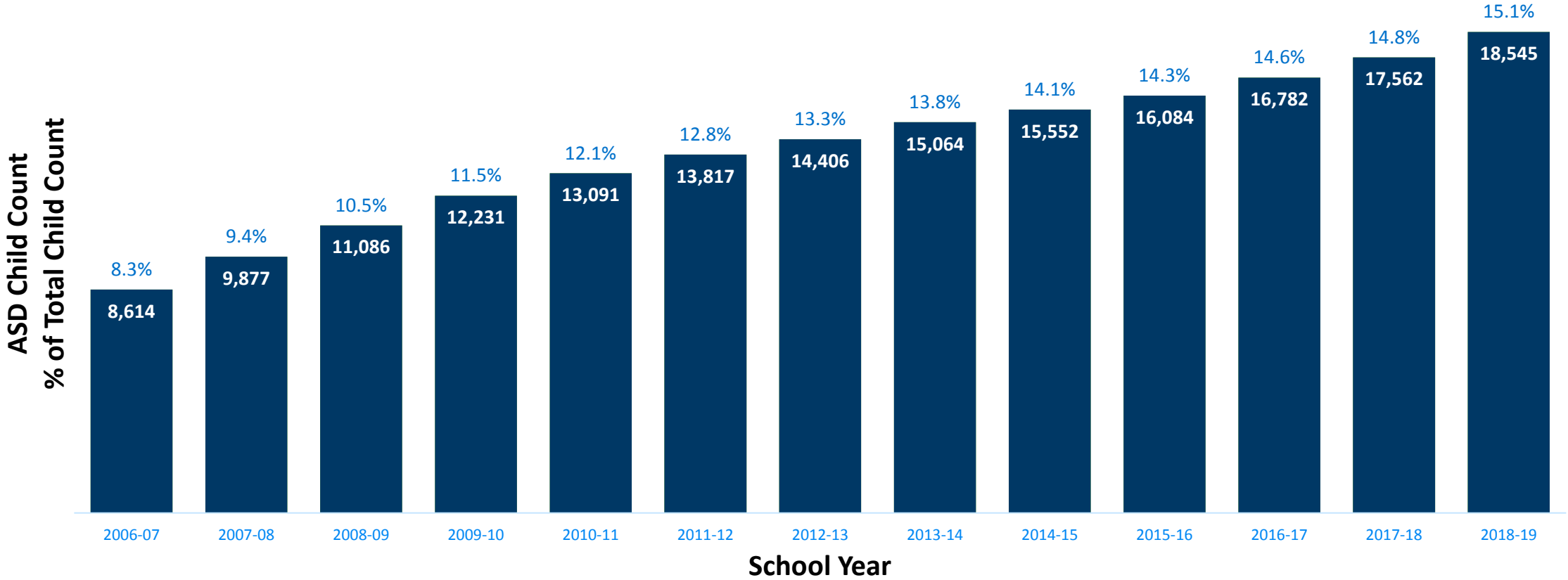
MN child count: ASD 3–5 years old

Minnesota Child Count Ages 3-5 Autism Spectrum Disorder



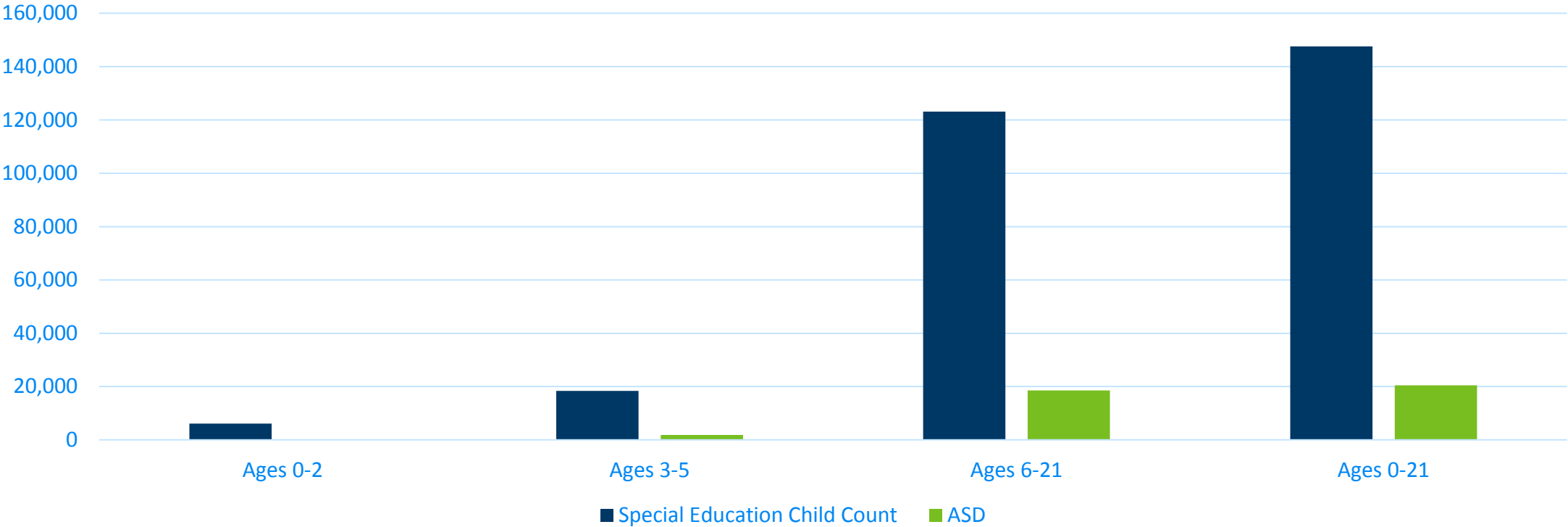
MN child count: ASD 6–21 years old

Minnesota Child Count Ages 6-21 Autism Spectrum Disorder

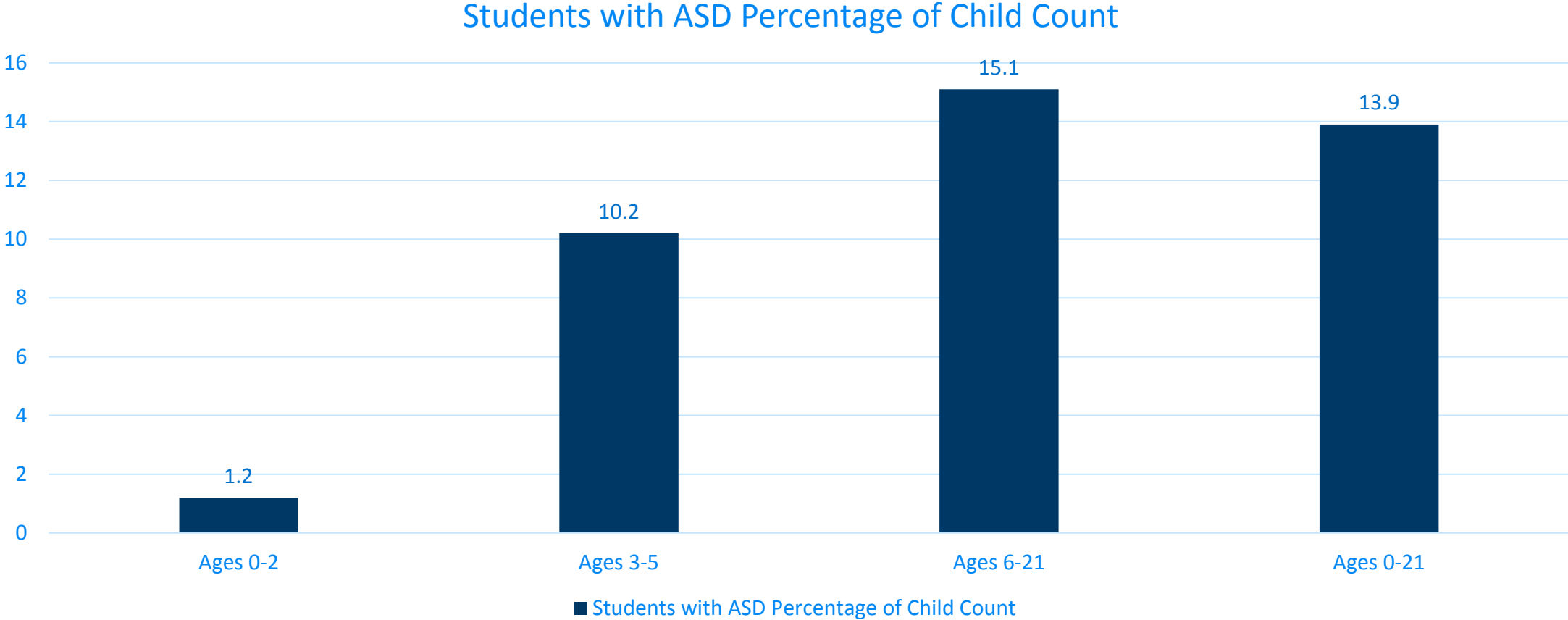


Students identified with ASD compared to students in child count

Number of Students Identified with ASD Compared to Number of Students in Child Count



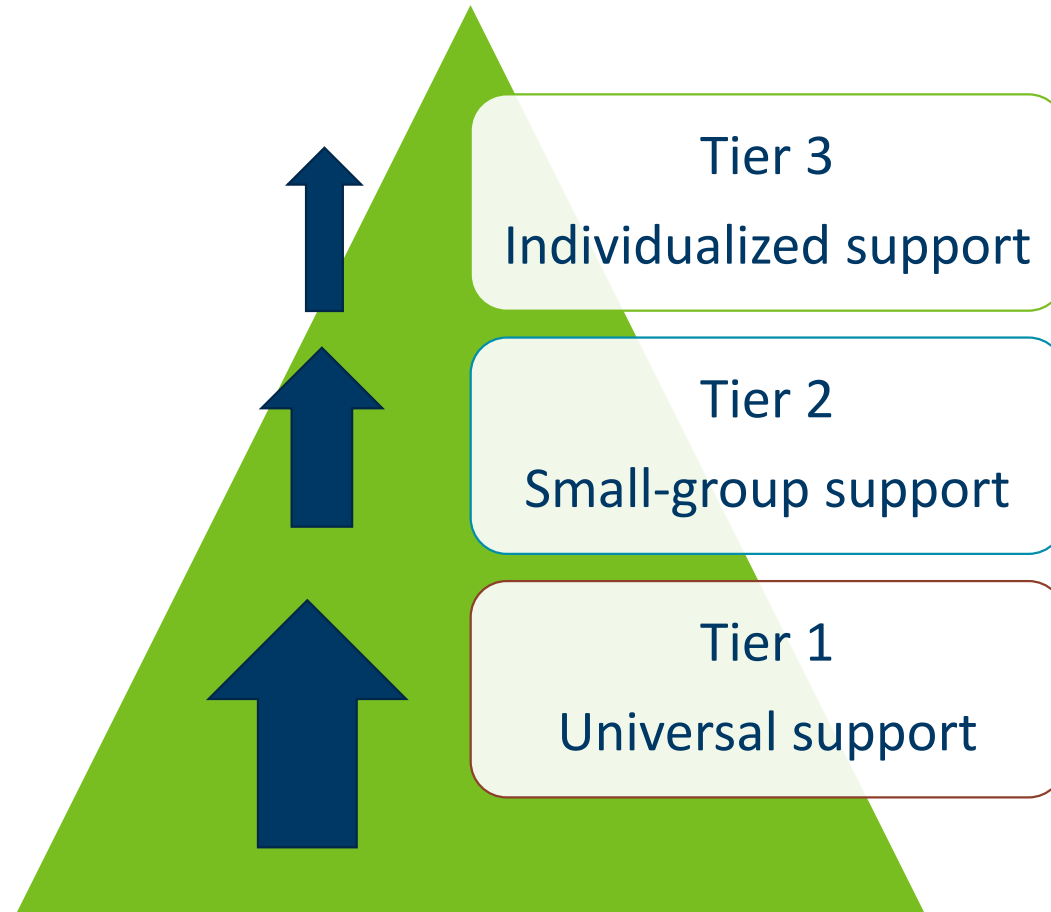
Students with ASD percentage of child count, by age





PBIS supports in Minnesota

Positive Behavioral Interventions & Supports (PBIS) in a flash

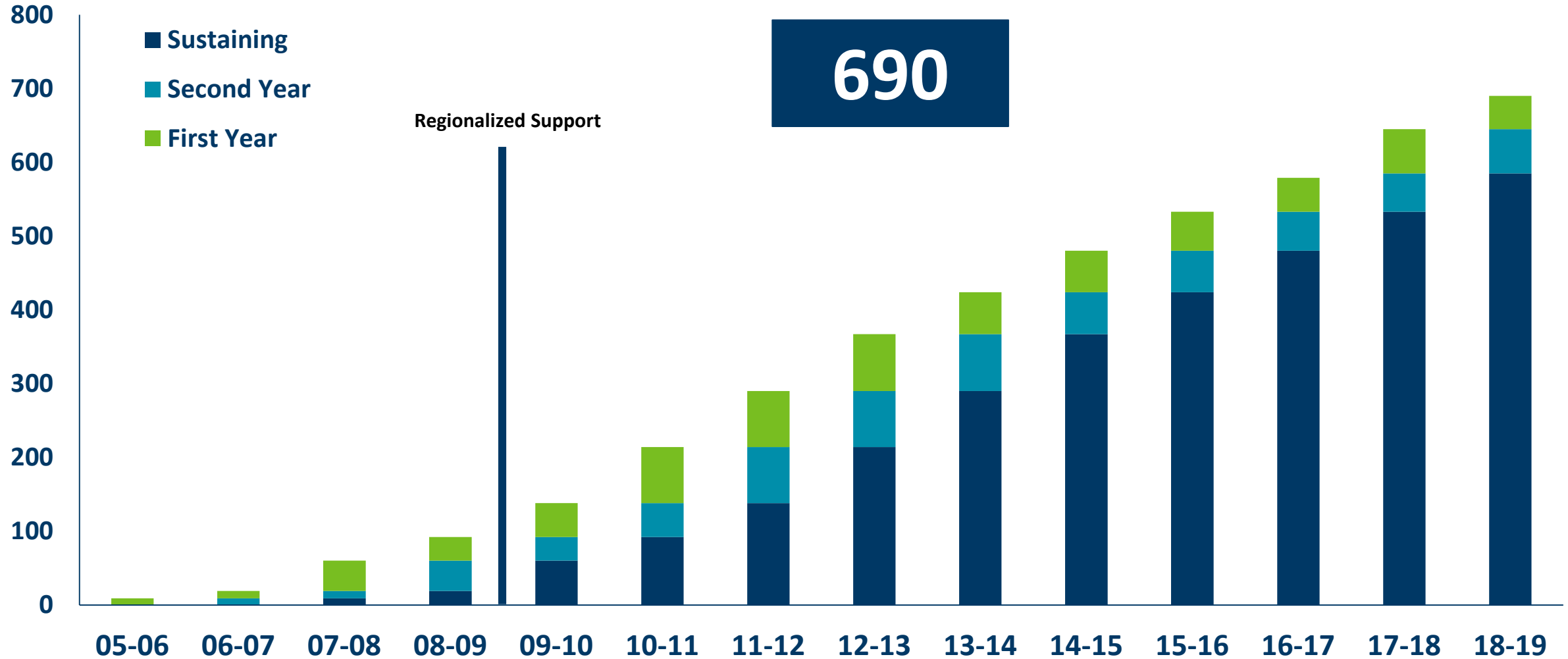


PBIS in a flash: Universal features

- Common vision and values – Creating a culture that is embraced and supported by the majority of members
- Common language – Terminology that is used is understood and used by majority of members in the organization – informative, efficient, effective and relevant
- Common experience – Routines and procedures are practiced and experienced similarly by all members of the organization – utilization of data to inform practice
- Quality leadership – Members working together to achieve the goals and vision

www.pbis.org

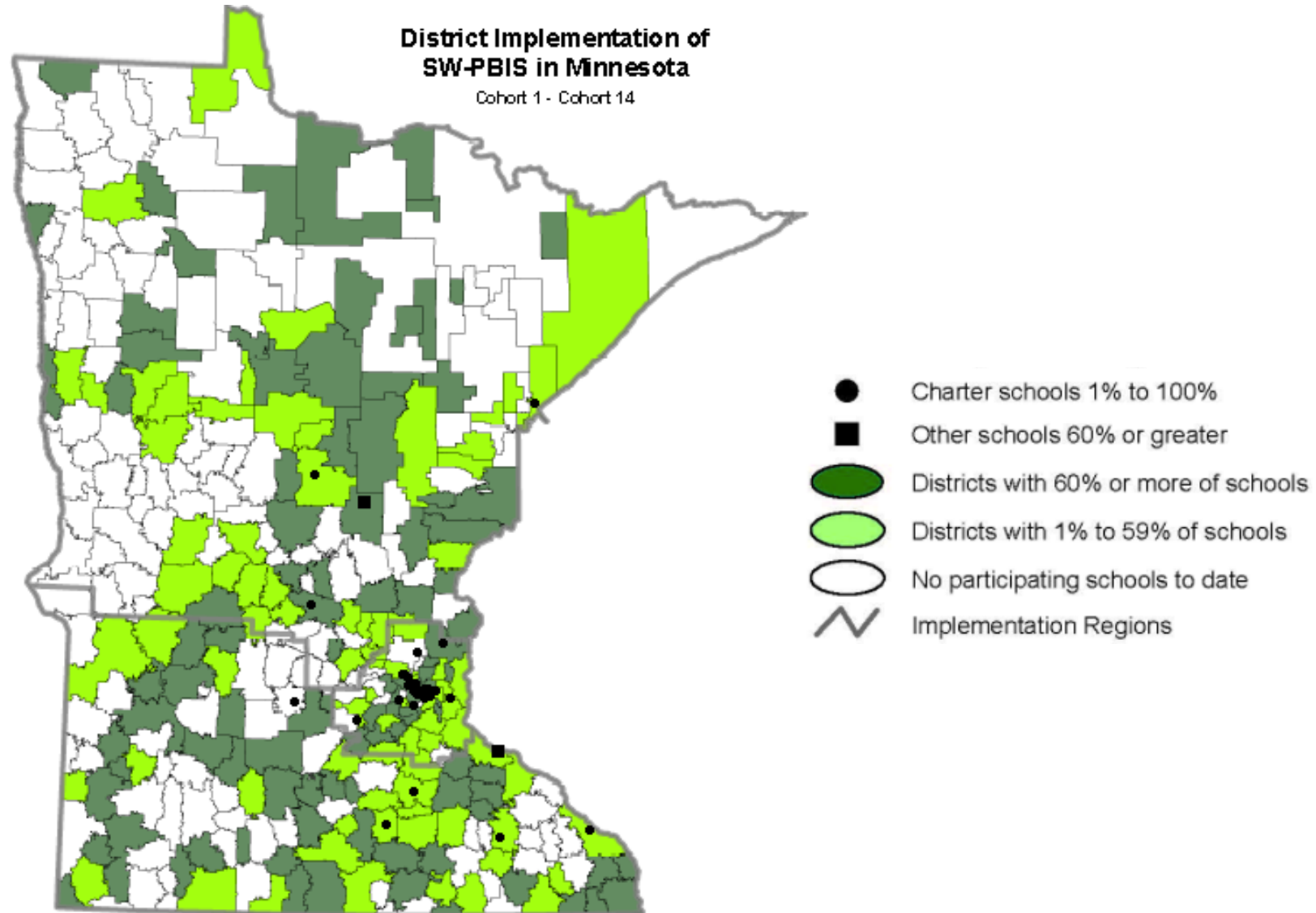
Growth of PBIS in Minnesota



PBIS by the numbers in Minnesota

- **234** districts/charters
- **690** schools
- **33.3%** of the state's schools
- **335,598** students impacted by SW-PBIS
- **38.9%** of the state's students

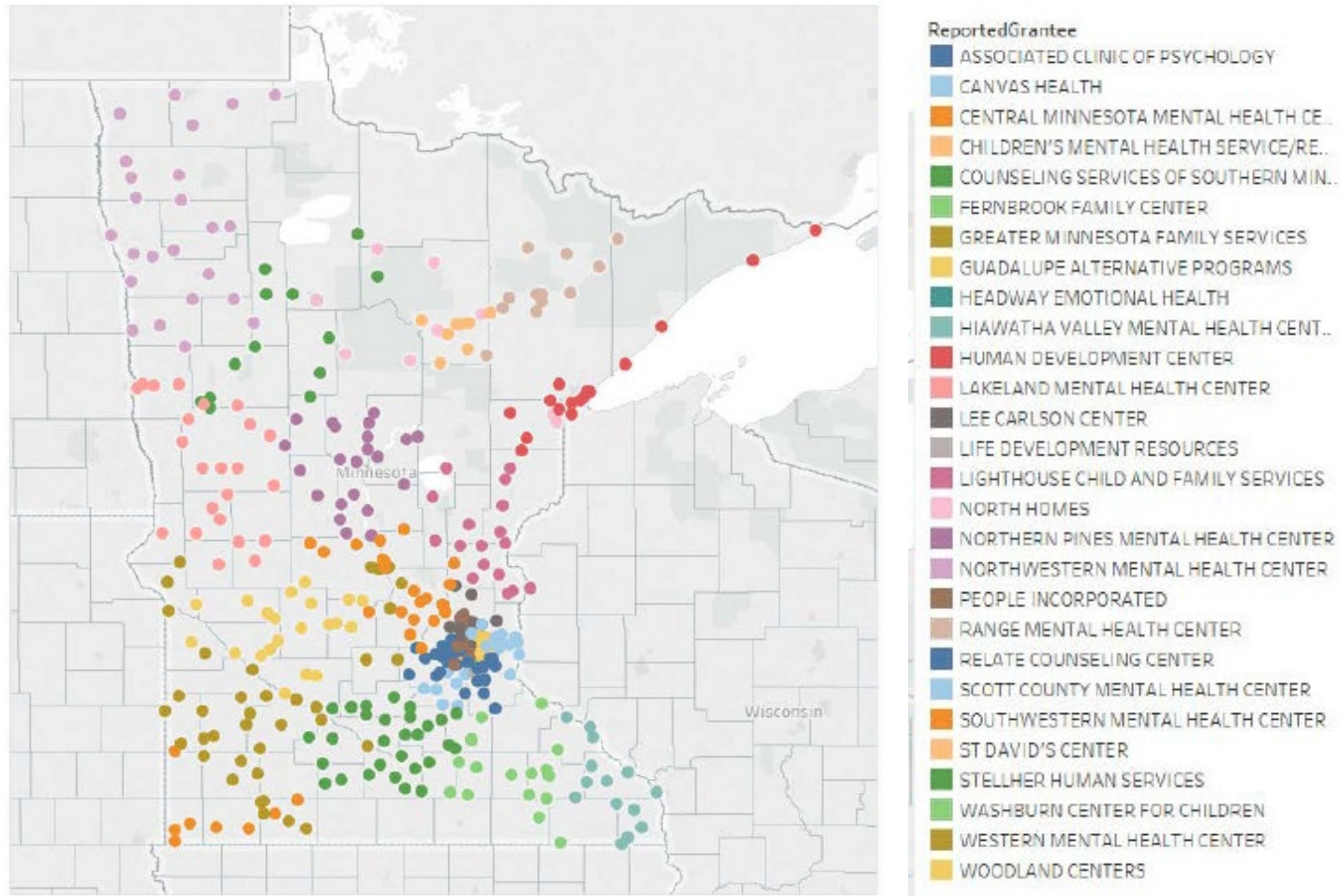
Schoolwide PBIS across districts: Cohorts 1–14 (2005–2018)



Minnesota Department of Human Services School-Linked Mental Health (SLMH) grants

- School-based mental health services reach children in typical, everyday environments. The natural, non-stigmatizing location offers an early and effective environment for intervention.
- These school-connected clinical mental health treatments include interventions that:
 - *Increase accessibility for children and youth who are uninsured or underinsured*
 - *Improve clinical and functional outcomes for children and youth with a mental health diagnosis*
 - *Improve identification of mental health issues for children and youth*

School-Linked Mental Health School/Program sites July 2018 to December 2018



[SLMH interactive map](#)

Give and get chart example

School Linked Mental Health (SLMH) to Children and Families Across Minnesota SLMH & School Partnership Give and Get Agreement					
Focus Area	SLMH Get	School Get	SLMH Give	School Give	Shared Outcomes
Collaboratively identifying and implementing an Evidence Based Practice (EBP)	SLMH staff have a clear understanding of how to implement the identified EBP via direct clinical services and/or ancillary supports within the context and needs of the partnering school	School staff have a clear understanding of the capacity of the SLMH provider agency to implement the EBP within their school via direct clinical services and/or ancillary supports	SLMH staff provide a menu of opportunities of EBPs, direct clinical services and/or ancillary services (e.g., training, consultation, etc.) available to support the requirements and priorities of the grant	School staff will provide time, resources and appropriate space to implement SLMH EBP (clinical service or and/or ancillary services) within existing multi-tiered system of support (MTSS) e.g., PBIS	SLMH staff grantee and designated school staff have identified (e.g., resource mapping) agreed upon EBPs across the tiers and are implementing the identified EBPs with fidelity
Data-based decision making	Access to data reflecting school MTSS* system (e.g., PBIS), including a process to identify students needing additional support and or who would benefit from the identified SLMH EBP	Transparency and precision in the identification of students who would benefit from SLMH EBP, evidence of implementation with fidelity (e.g., Tiered Fidelity Inventory) and student progress	Agreement to collect and share implementation and progress data within the guidelines of both educational and medical legal requirements (i.e., HIPPA, FERPA) with designated school team	Provide regular access to data review meetings to systematically identify students, or groups of students who would likely benefit from SLMH EBP	Transparency in the process of monitoring the implementation of the SLMH EBP, identification of students who would benefit from SLMH EBP and progress data for both
Professional Development (PD)	SLMH team staff will have opportunity to participate in school PD opportunities to understand the culture of a school building and how SLMH services can be aligned within the educational setting	School staff develops a better understanding of the SLMH staff role as well as of the EBP(s) being provided to students across tiers	SLMH staff will provide the professional development for school staff to related to mental health in schools across tiers and info on EBP(s) being provided	School staff will provide access to SLMH staff to participate in school PD opportunities to learn about school culture and systems to better align supports across existing tiers	School staff and SLMH staff will develop a mutual understanding of each partner's role and function in a multi-tiered and multi-disciplinary relationship

Signature, School Linked Mental Health Respondent Date

Signature, [DISTRICT]

Date

Collaboration with schools and families: Communication

- Make it clear what your role is, who you are and who you work for (even having a prepared document to give to teams is helpful)
- Make it clear that you have a release from the parent and offer to share it anytime
- Make it clear what you hope to accomplish and how (observation, talking with the IEP team, finding out what strategies they use, etc.)

Collaboration with schools and families: Policies

- School districts and/or buildings may have policies regarding outside practitioners; ask about these policies – offer teams time to look into these policies
- Offer to send them something in writing that describes your intent, services, etc.
- Give them time to figure out who the person at the school is that typically deals with these requests (special education coordinator, special education teacher, general education teacher, social worker, psychologist, principal, counselor, etc.)

Collaboration with schools and families: Policy and communication

- Ask the parent who they primarily communicate with; this will help to determine the contact person
- Specifically set up times to observe student and talk to staff; give teams times as far in advance as possible and be open to working around their schedules
- Be clear with the staff about whether the student should know you are coming (i.e., if you are observing the student and do not want to influence student behavior)

Collaboration with schools and families: Benefits

- There is a mutual benefit to the services that all parties are providing in how we can work together to support students; generalize skills across settings
- Share examples of what has worked in the past with other schools/districts
- Recognize the expertise of the team; listen to what they are doing
- Collaborate

Collaboration with schools and families: Understanding limitations

- Confidentiality and release of information
- Teacher/student schedules
- Changes in routine (e.g., field trips, special school events, testing)
- Familiarize with school services and limitations
- If making suggestions to school teams, understand they are not required to implement everything suggested – start small with something teams can build success with



[ABOUT PBIS MN](#) / [EVENT CALENDARS](#) / [CONTACT US](#) / [SEARCH](#)

- HOME
- GETTING STARTED
- SCHOOL TEAMS
- COACHES
- FAMILIES & COMMUNITY
- STATEWIDE
- EVALUATION/DATA



PBIS Home

- [What is PBIS?](#)
- [What does PBIS emphasize?](#)
- [What outcomes are associated with PBIS?](#)
- [What is a continuum of PBIS?](#)
- [Alignment with Practices](#)
- [Additional FAQs](#)

Registration Open for PBIS Summer Institute – June 13-14

The Minnesota PBIS Summer Institute and Film Festival is scheduled for **June 13 & 14, 2018** at the Minnesota Department of Education in Roseville, MN. There is no cost for the Institute, but registration is required.

Registration is here: [MN PBIS Summer Institute Registration](#)

Our request for Film Festival submissions is still open and the application can be found on our [Summer Institute page here](#).

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing strategies to enhance academic and social outcomes using databased decision making. [More information here in Minnesota Statute 122A.627.](#)

Recognition Schools/Districts (2017-2018)

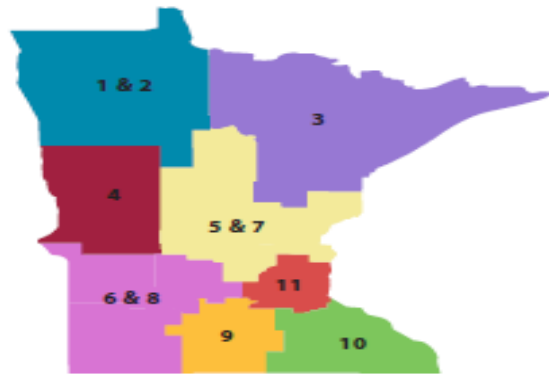
More information about 2017-2018 Sustaining Exemplar Schools and Districts coming soon! [More info and previous exemplars here>](#)

pbisMN.org

ASD resources

MN Autism Community of Practice

The goal of the Minnesota Autism Community of Practice is to build the capacity of staff, districts and regions, to provide a full array of educational services for individuals with autism spectrum disorders. The CoP is comprised of regions that provide technical assistance and training opportunities for schools and families.



Regions 1 & 2	218.745.5628
Region 3	218.748.7606
Region 4	218.739.3273
Region 5 & 7	218.894.5462
Region 6 & 8	507.537.2240
Region 9	507.389.1914
Region 10	507.775.2037
Region 11	612.638.1517

Contact your Regional Low Incidence Facilitator for more information. Your RLIF is:

Community Resources

MN Department of Education ASD

<https://education.mn.gov/MDE/dse/sped/cat/aut/index.htm/>

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Autism Spectrum Disorders Specialist

651.582.8578, mde.sped@state.mn.us

MN Low Incidence Projects

<http://www.mnlowincidenceprojects.org/asd.html>

Tami Childs, Ph.D.

Coordinator, Minnesota Autism Project

612.638.1519, tami@thechildsgroup.com

Autism Society of Minnesota

651.647.1083, www.ausm.org

Help Me Grow MN

helpmegrowmn.org

PACER Center

952.838.9000,

<http://www.pacer.org/>

Autism Society of America

www.autism-society.org

Autism Speaks

<https://www.autismspeaks.org/>

Minnesota Parents Know

<http://helpmegrow.org/>

National Professional Development Center on Autism Spectrum Disorders (NPDC)

<http://autismpdc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>

<http://autismpdc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>

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Autism Spectrum Disorders



Minnesota Educational Resource Guide



- [MDE PBIS page](#)
- [pbis.org](#)
- [Minnesota PBIS website](#)
- [AFIRM EBP modules](#)
- [MDE autism website](#)

Thank you!

Erin Farrell

Erin.farrell@state.mn.us

651-582-8578

Next advisory group meeting

- **When:** Oct. 4, 2019
- **Where:** Room CC14, Conference Center A, Minnesota Department of Education, 1500 Highway 36 W., Roseville
- Additional dates and meeting minutes can found at our [EIDBI Advisory DHS Webpage](#)

Hyperlinks in full form

- MHCP directory: <http://mhcpproviderdirectory.dhs.state.mn.us>
- EIDBI statue: <https://www.revisor.mn.gov/statutes/cite/256B.0949>
- Provider feedback meetings registration:
[https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMI
C_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocNa
me=DHS-307985](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMI
C_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocNa
me=DHS-307985)
- EIDBI advisory group webpage: [https://mn.gov/dhs/partners-and-
providers/news-initiatives-reports-workgroups/long-term-services-
and-supports/eidbi/advisory-group.jsp](https://mn.gov/dhs/partners-and-
providers/news-initiatives-reports-workgroups/long-term-services-
and-supports/eidbi/advisory-group.jsp)



Comments / Questions?

Thank you!

EIDBI team

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mn.gov/dhs/EIDBI