

Nevada Early Intervention Services

Fiscal Year 20 Reporting (July 1, 2019 to June 30, 2020)

NRS 427A.872 NAC 427A Section 8 -- **SUMMARY DATA ONLY**

GENERAL DATA

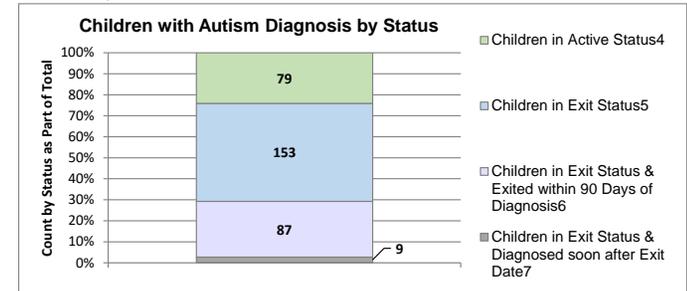
Table 1.

Child Count Diagnosed and Received Services in FY20 ¹	Children with Autism Dx	Children without Autism Dx	Total Served During FY20 ²	% Served with Dx
South Region	254	4,214	4,468	6%
NW Region	69	1,852	1,921	4%
NE Region	5	239	244	2%
Statewide	328	6,305	6,633	5%

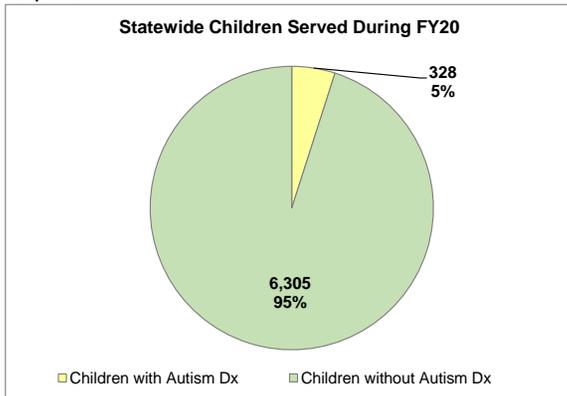
Table 2.

Total Children Served with a Diagnosis	328
Average Age at Time of Diagnosis (Months)	30
Children in Active Status ⁴	79
Children in Exit Status ⁵	153
Children in Exit Status & Exited within 90 Days of Diagnosis ⁶	87
Children in Exit Status & Diagnosed soon after Exit Date ⁷	9

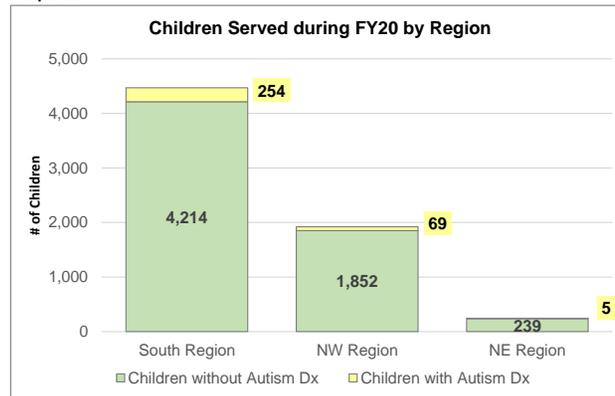
Graph 2.



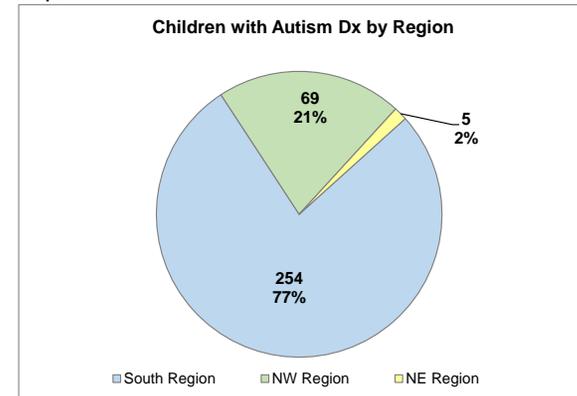
Graph 1a.



Graph 1b.



Graph 1c.



Narrative - General Data: There was a total of 6,633 unduplicated children served by the early intervention (EI) system during the months of July 2019 through June 2020. Of the 6,633 children served, 328 were identified as having a diagnosis of Autism Spectrum Disorders. This is approximately 5% of all children served during the fiscal year. The average age at the time of diagnosis was found to be 30 months of age (Table 1, Table 2). The average age at the time of exit from EI services was 36 months of age (fullest extent of EI eligibility) with an average of 166 days between the date of diagnosis and the date of exit.

Seventy-nine of the 328 children are currently in Active status with an EI program and are currently receiving services through the EI system. There are 249 additional children that have already exited from EI services. Of those 249 children, 87 of them received fewer than 90 days of services following the date of diagnosis. Entry and exit scores may not be available for these children as they are not mandatory to report. There were also nine (9) children who received their diagnosis shortly after their exit but who had started the diagnostic process while still eligible for EI services⁷. Diagnoses for these children were received anywhere between 1 day to 46 days following the date of exit (Table 1, Table 2).

Graph 1a. shows the breakdown of children served without a diagnosis versus those with a diagnosis. Graph 1b. shows the regional breakdown of children served in total. Graph 1c. shows the split of children with a diagnosis as served by region. Graph 2. shows the split of children with a diagnosis based on the child's status within the EI system at the time of reporting.

∅See page 4 for data notes

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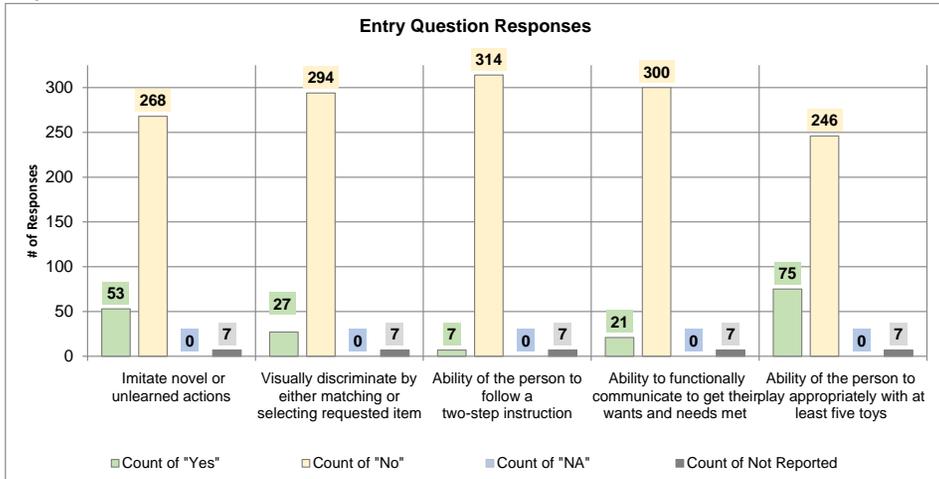
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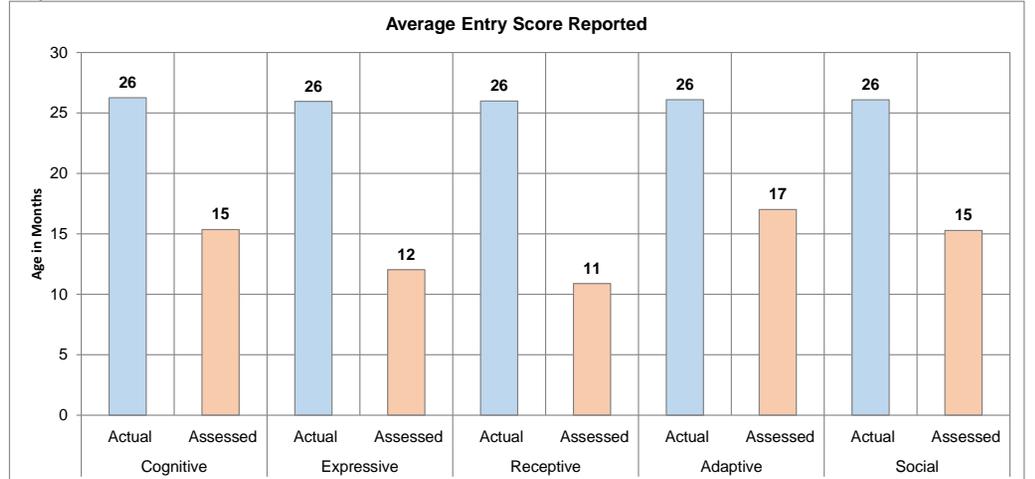
Table 3.

ENTRY DATA ³																
Summary Data Category	Imitate novel or unlearned actions	Visually discriminate by either matching or selecting requested item	Ability of the person to follow a two-step instruction	Ability to functionally communicate to get their wants and needs met	Ability of the person to play appropriately with at least five toys	Summary Data Category	Cognitive		Expressive		Receptive		Adaptive		Social	
							Actual	Assessed	Actual	Assessed	Actual	Assessed	Actual	Assessed	Actual	Assessed
Count of "Yes"	53	27	7	21	75	Count of "NA"	0	0	0	0	0	0	0	0	0	0
Count of "No"	268	294	314	300	246	Count with Data	321	321	321	321	321	321	321	321	321	321
Count of "NA"	0	0	0	0	0	Count of Not Reported	7	7	7	7	7	7	7	7	7	7
Count of Not Reported	7	7	7	7	7	Avg. Score Reported	26	15	26	12	26	11	26	17	26	15

Graph 3a.



Graph 3b.



Narrative - Entry Data: Table 3. shows the number of Yes/No responses to the five developmental questions asked at the time of entry (or in some cases, the time of diagnosis). On average, the five questions answered at the time of entry received 37 responses of "Yes" (11%) and 284 responses of "No" (87%). There were seven (7) children who do not have responses entered into the system (2%)⁸. Table 3. also shows the average actual and assessed age in months, of children at the time of entry assessment based on cognitive skills, communication skills (receptive and expressive), adaptive (self-help) skills, and social skills. There was a total of 321 children (98%) with a diagnosis who have assessment scores entered into the system while scores for seven (7) children (2%) were not reported or obtained by the program⁸. The average actual age across all domains was 26 months at the time of entry. The average assessed age across all domains was 14 months of age (approximately a 54% delay) at the time of entry. Graph 3a. shows the count of responses for each one of the five entry questions. Graph 3b. shows the average actual and assessed age in months, at the time of entry for each of the developmental skills.
⁸See page 4 for data notes

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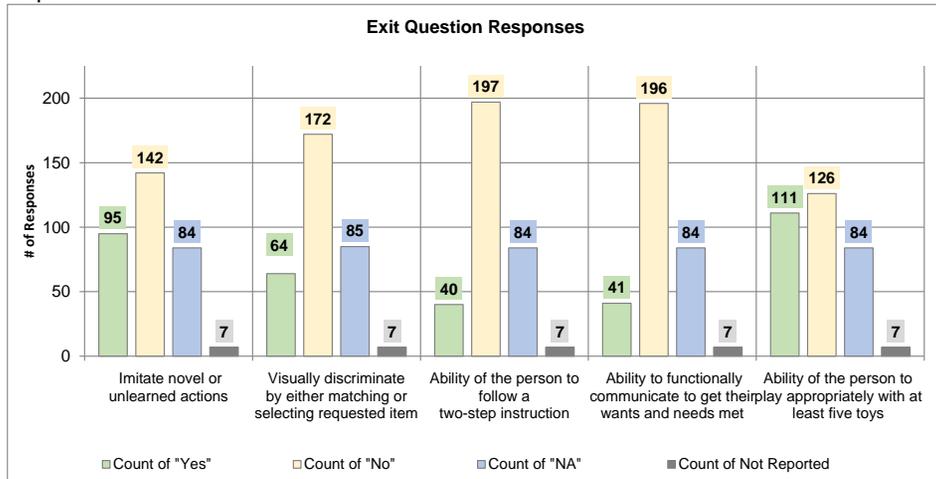
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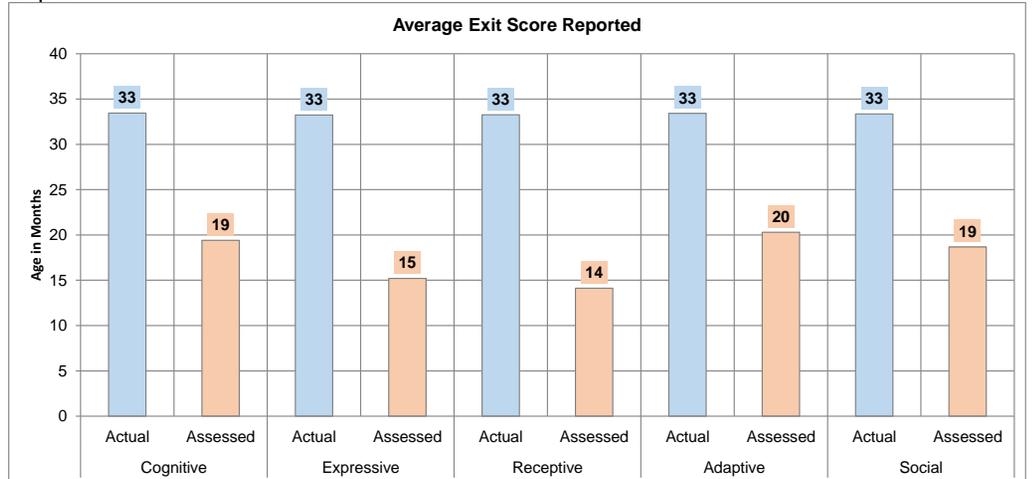
Table 4.

EXIT DATA ³																
Summary Data Category	Imitate novel or unlearned actions	Visually discriminate by either matching or selecting requested item	Ability of the person to follow a two-step instruction	Ability to functionally communicate to get their wants and needs met	Ability of the person to play appropriately with at least five toys	Summary Data Category	Cognitive		Expressive		Receptive		Adaptive		Social	
							Actual	Assessed	Actual	Assessed	Actual	Assessed	Actual	Assessed	Actual	Assessed
Count of "Yes"	95	64	40	41	111	Count of "NA"	78	78	78	78	78	78	78	78	78	78
Count of "No"	142	172	197	196	126	Count with Data	243	243	243	243	243	243	243	243	243	243
Count of "NA"	84	85	84	84	84	Count of Not Reported	7	7	7	7	7	7	7	7	7	7
Count of Not Reported	7	7	7	7	7	Avg. Score Reported	33	19	33	15	33	14	33	20	33	19

Graph 4a.



Graph 4a.



Narrative - Exit Data: Table 4. shows the number of Yes/No responses to the five developmental questions asked at the time of exit from the early intervention (EI) system. On average, the five questions answered at the time of exit received 70 responses of "Yes" (21%) and 167 responses of "No" (51%), and 84 non-applicable responses (26%). There were seven (7) children who do not have responses entered into the system (2%)⁸. Table 4. also shows the average actual and assessed age in months, of children at the time of exit assessment based on cognitive skills, communication skills (receptive and expressive), adaptive (self-help) skills, and social skills. There was a total of 243 children (74%) with a diagnosis who have assessment scores entered into the system while scores for seven (7) children (2%) were not reported or obtained by the program⁸. An additional 78 children (24%) do not have exits scores as they are non-applicable, meaning the child either has not yet exited from EI services or the exit data were not required because the child received fewer than 90 days of service following the diagnosis⁵. The average actual age across all domains was 33 months at the time of the exit assessment (conducted prior to exit from the EI system). The average assessed age across all domains was 18 months of age (approximately a 55% delay) at the time of the exit assessment. *This should not indicate that a child did not make developmental gains or that they did not meet outcomes/objectives with EI services. This may be indicative of the disparity between age based developmental skills as impacted by diagnosis, meaning that an older child with a diagnosis of autism spectrum disorders may be impacted more greatly than a younger child because of the increased difficulty associated with achieving mastery of any skill.*

Graph 4a. shows the count of responses for each one of the five exit questions. Graph 4b. shows the average actual and assessed age in months, at the time of the exit assessment for each of the developmental skills.
⁸See page 4 for data notes

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◇ Data Notes:

¹ Report includes children who were served by the Early Intervention system anytime during fiscal year 20 from July 1, 2019 through June 30, 2020 and have a diagnosis of Autism Spectrum Disorder.

² Total children served data were obtained from Early Intervention's Performance Indicators Populations and Workload report showing count of children who received services during FY20.

³ Entry and exits scores are entered into the data system by individual programs at the time of diagnosis (entry) and again at the time of exit from the program (exit). For entry and exit responses data are presented as a count of total responses while the data for average entry and exit scores reported are presented as the average child age in months.

⁴ Children in Active status - Currently receiving Early Intervention services. These cases have exit data of NA for the intention of this report since they have not Exited and Exit Data has not been obtained. Children approaching age three may have exit data reported.

⁵ Children in Exit status - Child has since exited from EI service.

⁶ Children in Exit status & exited within 90 days of diagnosis - Child has since exited from EI services and there are fewer than 90 days between the date of diagnosis and the date of exit. Children who exited within 90 days of the diagnosis date are not required to have data entered.

⁷ Child in Exit status & Diagnosed soon after exit date - Diagnosis received shortly following exit (between 1-45 days following exit) from EI services but process initiated while enrolled in EI. Excluded from average days between diagnosis and exit due to negative numbers decreasing this average.

⁸ Entry and/or exit data may not be available in the event the data were not obtained due to reasons such as but not limited to, parent decline, cancelled or missed appointments, loss of contact, closures due to COVID-19 pandemic, and/or child diagnosed outside of the program and records with related scores not available.

Data have been provided to each of the early intervention programs for verification.

Data were generated from TRAC-IV using Crystal Reports on 7/28/20 and were again updated as programs provided verification between 8/6/20-8/13/20.

†Please note that on 3/16/20 a moratorium was placed on face to face services due to the COVID-19 Pandemic. Decreases in referrals and/or services may be related to the Governor's directive to shut down all non-essential businesses and engage in social distancing.