



Army

**Educational & Developmental
Intervention Services**

~EDIS~

Measuring Outcomes Initiative

Module Three

July 2008



Module Three

Army EDIS Measuring Outcomes Initiative

Slides

Slide Notes & Background Information

Family Outcomes

Administering the Army EDIS Family Outcomes Survey (FOS)

Army EDIS
Measuring Outcomes Initiative

Module Three

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SLIDE 1:

This is the third of three initial training modules for the Army EDIS Measuring Outcomes Initiative.

Module one provided an overview of the outcomes initiative, including why the outcomes initiative is important & needed & a general introduction to the child & family outcomes.

Module two covered child outcomes & how to complete the Child Outcome Summary Form (COSF).

Module three covers family outcomes & how to administer the Family Outcomes Survey.

Objectives

Participants will...

1. understand the Family outcomes.
2. know how to administer the Family Outcomes Survey (FOS).
3. be able to enter Family outcome data in the EDIS data system (Special Needs Program Management Information System - SNPMIS).

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SLIDE 2:

Review Module Three objectives.

Family Outcomes

- Family Outcome
 - A benefit experienced by Families as a result of services received
 - What Families see as a result of supports & services
 - Beyond satisfaction
- Different from a receipt of services



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SLIDE 3:

As discussed in earlier modules, outcomes are the benefits that result from support and services provided. This is different than simply the receipt of services, rather it is what happens or the difference made because of the services provided.

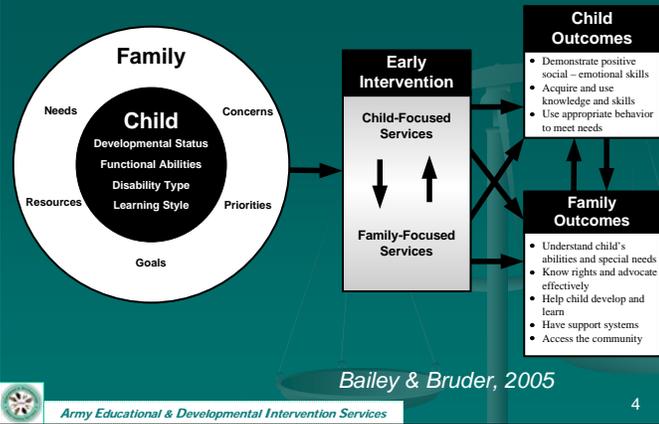
For example, providing information is a service, how the family understands & uses the information is the result of the service provided. If a provider shares information about the strategy 'creating a need for the child to express wants/needs by offering the child choices at meal time,' and the parent understands and uses the strategy effectively to help the child express desires, a benefit has been experienced. Similarly, providing parents with information about their child's diagnosis is a service. If parents or family members understand the information and find it helpful in describing their child's condition to others, advocating for services, or responding effectively when their child needs additional support, a benefit has been experienced and a family outcome has been achieved. Services include the provision of information, material, and emotional support. How the family understands and uses the service support is the outcome.

To date, information collected from families in early intervention programs has been related to satisfaction with services rather than outcomes achieved by families. While satisfaction is in fact an indicator of program effectiveness and will remain helpful information for programs to collect, it is not the same as outcome data. Outcomes are different from satisfaction in that satisfaction "reflects whether consumers like & appreciate the services received, but does not necessarily mean that benefit has been received" (Bailey & Bruder, p. 2). This distinction between family outcomes & satisfaction is important.

Bailey, D. & Bruder, M. B. (January 2005) Family Outcomes of Early Intervention & early Childhood Special Education: Issues & Considerations. Early Childhood Outcomes Center.

http://www.fpg.unc.edu/~eco/pdfs/Family_Outcomes_Issues_01-17-05.pdf

Child & Family Outcomes



SLIDE 4:

This illustration shows the dynamic & complex interactions among children, families, programs, & child & family outcomes. Drawing a distinction between child & family outcomes is challenging, given the interrelated nature of child & family goals & services.

With that said, families are recipients of services & therefore are sources of information about program outcomes. Furthermore, an IDEA-defined purpose of early intervention is to “enhance the capacity of families to meet the special needs of their infants & toddlers with disabilities” (P.L. 108-446, 2004, Sec 631). Measuring child outcomes in absence of family outcomes would not provide a complete picture of program outcomes needed to help in determining program quality.

Bailey, D. & Bruder, M. B. (January 2005). Family Outcomes of Early Intervention & Early Childhood Special Education: Issues & Considerations. Early Childhood Outcomes Center.

Family Outcomes

1. Understand their child's strengths, abilities, & special needs
2. Know their rights & advocate effectively for their children
3. Help their children develop & learn
4. Have support systems
5. Access desired services, programs, activities in their community



SLIDE 5:

The five family outcomes were developed by the Early Childhood Outcomes (ECO) Center. Even though state early intervention programs are not required by the Office of Special Education Programs (OSEP) to examine each of these outcomes, many states are interested in learning about all of these family outcomes. So too are the EDIS programs. Accordingly, data relative to these outcomes will be collected via the Family Outcomes Survey (FOS). See the accompanying handout 3.1 for greater detail on each of these five outcomes.

Information collected will be useful in examining the extent to which programs are supporting families in caring for their children with disabilities & in identifying programs that may need assistance to enhance their ability to meet the needs of children & families in their area . (Bailey, Bruder, & Hebbeler, 2006).

Measuring outcomes is fundamentally different from measuring perceptions of programs or services. By measuring outcomes, we look at the results of the services for an individual family.

Bailey, D., Bruder, M. B., & Hebbeler, K. (2006). Guidance for states in documenting family outcomes for early intervention & early childhood special education. Early Childhood Outcomes Center.

http://www.fpg.unc.edu/~eco/pdfs/guidance_for_states.pdf

Handout:

3.1 Family and Child Outcomes for Early Intervention and Early Childhood Special Education. ECO April 2005

Family Outcomes

- Universal (OSEP) indicators
 - Items 16, 17, 18 on the FOS
- Percentage of Families participating in Early Intervention who report that EI services have helped the Family
 1. Know their rights
 2. Effectively communicate their child's needs
 3. Help their children develop & learn



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SLIDE 6:

The three universal family outcome indicators required for state reporting are FOS items 16, 17, and 18. In line with all state Part C programs, EDIS will also collect data for these indicators.

It is important to note that the family outcomes are static measures versus change measures. Therefore, two data points are not required. Rather family outcome data will be collected as families prepare to exit from their EDIS early intervention program for what ever reason, provided they have been in the program for six months.

The reason for gathering a status measure rather than measuring change is that “family outcomes may not be developmental in nature (i.e., the natural progression of change over time may not always move forward). In fact, some have described a cyclical nature for family challenges & adaptation at different points of child & family development” (Bailey & Bruder, 2005, p. 5). Accordingly, measuring status at exit is more realistic than measuring change.

Bailey, D., & Bruder, M. B.,(January 2005). Family Outcomes of Early Intervention & Early Childhood Special Education: Issues & Considerations. Early Childhood Outcomes Center.

Family Outcomes + Universal Indicators

- | | |
|---|---|
| <ol style="list-style-type: none">1. Understand their child's strengths, abilities, & special needs2. Know their rights & advocate effectively for their children3. Help their children develop & learn4. Have support systems5. Access desired services, programs, activities in their community | <ul style="list-style-type: none">■ Percentage of Families participating in Early Intervention who report that EI services have helped the Family<ol style="list-style-type: none">1. Know their rights2. Effectively communicate their child's needs3. Help their children develop & learn |
|---|---|



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SLIDE 7:

Looking at the five family outcomes and the three universal family outcome indicators, we see that a primary difference is that the three universal indicators are directly attributed to early intervention. That is they specifically ask “to what extent has early intervention helped the family...” whereas the five family outcomes focus on actual skills, confidence, and resources as family outcomes. As a result, the items in the FOS are written differently. The format is descriptive of status or ability versus being attributed to early intervention.

Bailey, D., Bruder, M. B., & Hebbeler, K. (2006). Guidance for states in documenting family outcomes for early intervention & early childhood special education. Early Childhood Outcomes Center.

http://www.fpg.unc.edu/~eco/pdfs/guidance_for_states.pdf

Measurement Tool

■ ECO Family Outcomes Survey (FOS)

- 18 statements easy to understand
- 7 point scale with anchors at 1, 3, 5, & 7
- Blanks left for “in between” ratings of 2, 4, 6
- Includes 3 items addressing universal indicators
- Field tested & revised
- Takes ~ 10 minutes to complete
- Pilot tested in Texas & Illinois



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Handout:

3.2 EDIS Family Outcomes Survey (FOS)

SLIDE 8:

Q. What is the Family Outcomes Survey (FOS)?

The Family Outcomes Survey (FOS) was developed by the ECO Center to provide an assessment tool for states & programs to use to determine the extent to which the five family outcomes were attained. Even though programs are not required by OSEP to examine these outcomes, many states are interested in learning about family outcomes. The tool consists of 18 items. Fifteen of these items address the five family outcome statements recommended by the ECO Center. The last three items provide the data that programs are required to report to OSEP about families.

Early Childhood Outcomes 101: ECO Q&A:

<http://www.fpg.unc.edu/~eco/faqs.cfm>

FOS

- Three items for each of the five outcomes
 - Includes more items for each outcome to assure adequate coverage of the outcome area
 - Questions yield a description of the family's status with respect to each of the five family outcomes
- Plus three items addressing universal indicators
 - Attribution format shifting the focus to early intervention



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SLIDE 9:

For each of the five outcomes multiple items are included to assure adequate information is gathered about each of the areas. The three indicator questions look at the assistance provided to families by early intervention , so the data must be gathered in a way that provides this information. Thus, the questions are worded, “To what extent has early intervention helped your family...” making the questions specifically attributed to help provided by early intervention.

FOS Response Options

- Consistent descriptors used at each level
 1. just beginning
 3. some
 5. a good amount
 7. a great deal
- Universal indicators
 1. poor job
 3. fair job
 5. good job
 7. excellent job

Survey Instructions

- Completed by the person in your family who has the most interaction with early intervention.
- Responses include the word “we” or “our.” This refers to your family.
- Read each question and circle the number that best describes your family right now.
- If a statement almost describes your family, but not quite, circle the in between number.
- If you do not know the answer or you are not comfortable answering the question, skip it and go to the next question.

SLIDE 10:

To ease survey completion, the questions use consistent descriptors or anchors at the 1, 3, 5, and 7 points on the seven point scale.

SLIDE 11:

Survey instructions are included on the first page of the FOS. The EDIS provider sharing the survey with the family should review the instructions to ensure the family’s understanding.

The survey should be completed by the family member who has the most interaction with early intervention, this may be one, two, or more family members depending on the family... Every family is different, therefore the family member/s completing the survey may vary. The FOS survey instructions request that the survey be completed by the person in the family who has the most interaction with early intervention. Therefore, all of the survey response options include the word “we” or “our” referring to the family.

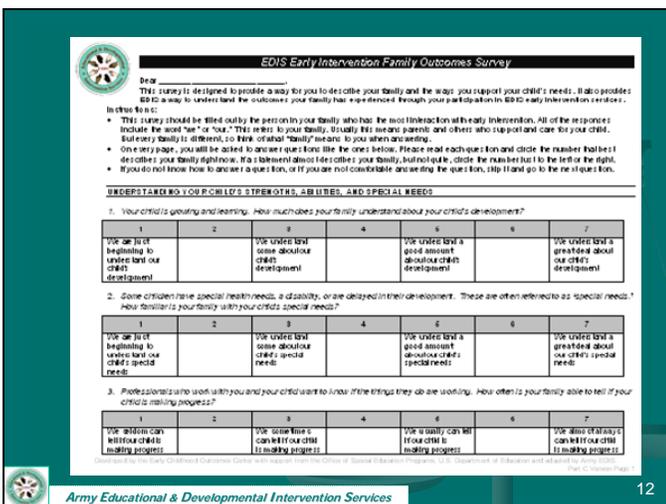
Families are encouraged to answer all questions on the FOS, but are also invited to skip questions they do not know or are uncomfortable answering.

SLIDE 12:

EDIS modified the original ECO FOS by making it six pages instead of seven pages. The items and format of individual items were not changed to maximize comparability with other states/programs using this ECO FOS.

Because the family outcome data is being entered into our Special Needs Management Information System (SNPMIS), it will be necessary to collect identifying information. This is done by entering the family’s name on the Dear _____ line.

 **Handout:**
3.2 EDIS Family Outcomes Survey (FOS)



EDIS Early Intervention Family Outcomes Survey

Dear _____

This survey is designed to provide a way for you to describe your family and the ways you support your child's needs. It also provides EDIS a way to understand the outcomes your family has experienced through your participation in EDIS early intervention services.

Instructions:

- This survey should be filled out by the person in your family who has the most interaction with early intervention. All of the responses include the word "we" or "our." This refers to your family, usually the parents and others who support and care for your child. Every family is different, so think of what "family" means to you when answering.
- On every page, you will be asked to answer each question like the ones below. Please read each question and circle the number that best describes your family right now. If a statement almost describes your family, but not quite, circle the number in between. If you do not know how to answer a question, or if you are not comfortable answering the question, skip it and go to the next question.

UNDERSTANDING YOUR CHILD'S STRENGTHS, ABILITIES, AND SPECIAL NEEDS

1. Your child is growing and learning. How much does your family understand about your child's development?

1	2	3	4	5	6	7
We are just beginning to understand our child's development.		We understand some about our child's development.		We understand a good amount about our child's development.		We understand a great deal about our child's development.

2. Some children have special health needs, a disability, or are delayed in their development. These are often referred to as special needs. How familiar is your family with your child's special needs?

1	2	3	4	5	6	7
We are just beginning to understand our child's special needs.		We understand some about our child's special needs.		We understand a good amount about our child's special needs.		We understand a great deal about our child's special needs.

3. Professionals who work with you and your child want to know if there things they do are working. How often is your family able to tell if your child is making progress?

1	2	3	4	5	6	7
We often can tell if our child is making progress.		We sometimes can tell if our child is making progress.		We usually can tell if our child is making progress.		We almost always can tell if our child is making progress.

Downloaded by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education and shared by Army EDIS.

THE HELPFULNESS OF EARLY INTERVENTION

The next questions ask how well early intervention has helped your family. When answering, think about the early intervention services you have received.

16. To what extent has early intervention helped your family *know and understand* your rights?

1	2	3	4	5	6	7
Early intervention has done a poor job of helping us know our rights		Early intervention has done a fair job of helping us know our rights		Early intervention has done a good job of helping us know our rights		Early intervention has done an excellent job of helping us know our rights

17. To what extent has early intervention helped your family *effectively communicate* your child's needs?

1	2	3	4	5	6	7
Early intervention has done a poor job of helping us communicate our child's needs		Early intervention has done a fair job of helping us communicate our child's needs		Early intervention has done a good job of helping us communicate our child's needs		Early intervention has done an excellent job of helping us communicate our child's needs

18. To what extent has early intervention helped your family be able to *help your child develop and learn*?

1	2	3	4	5	6	7
Early intervention has done a poor job of helping us help our child develop and learn		Early intervention has done a fair job of helping us help our child develop and learn		Early intervention has done a good job of helping us help our child develop and learn		Early intervention has done an excellent job of helping us help our child develop and learn

I filled out this survey on: _____ (today's date) Did EDIS staff assist you with completing this survey? yes no

Thank you for completing this survey!

Part C version. Developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education.

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SLIDE 13:

On the final page of the FOS parents are asked to enter the date the survey was completed and indicate if EDIS staff assisted them with completing the survey. This data will also be entered into SNPMIS.

FOS Respondents

- Families
- Family completed survey
 - Family perceptions of their own outcomes
 - Time convenient to their schedules
- Translated into different languages (by MN Part C)

■ Arabic	■ Laotian	■ Somali
■ Cambodian	■ Simplified Chinese	■ Spanish
■ Croatian	■ Oromo	■ Vietnamese
■ Hmong	■ Russian	

■ <http://www.fpg.unc.edu/~eco/tools.cfm>

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SLIDE 14:

Families should be the source of information about family outcomes. After all the most important thing to be learned about a family outcome is where the family is with regard to the outcome. Families' perceptions of their own outcomes are more valid than non-family members' judgments about the presence or absence of an outcome. So EDIS will ask families to complete the FOS.

The FOS was translated into different languages by the Minnesota Part C program. Copies of the FOS translated into the languages listed are available at: <http://www.fpg.unc.edu/~eco/tools.cfm>

FOS Frequency

- For Families in the program six months or more
- FOS completed by each family one time at/near exit from early intervention
 - Discharge reasons
 - Child turning three
 - Family moving from area
 - Child no longer eligible
 - Family voluntarily withdraws from early intervention
- Within 60 days of exiting the program.

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SLIDE 15:

Regardless of the reason for exit, all families exiting the program after receiving early intervention services for at least six months (from the initial IFSP) should complete the FOS. EDIS should have each family complete the FOS within 60 days of exiting the program.

FOS Dissemination

- Talk about the survey before families receive it so they know it is coming
- Present the FOS to *every* family exiting the EDIS early intervention program
 - In person (preferred option)
 - Via email
 - Via mail
- Standard cover letter
 - With program level information included



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Handout:

3.3 Sample EDIS Family Outcomes Survey (FOS) Parent cover letter

FOS Completion

- Options for completion:
 - Independently by family
 - With the assistance of an EDIS non-primary service provider
 - With an interpreter
 - Telephonically after being presented the FOS
- Assistance provided by EDIS is highlighted in the database



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SLIDE 16:

The EDIS service coordinator/primary provider functions as the point person to make sure the family receives and completes the FOS as they exit the EDIS early intervention program. The service coordinator/primary provider represents the most personal and therefore most powerful voice for encouraging families to complete the FOS. It is important that the service coordinator/primary provider alerts the family about the FOS before presenting it to the family. If it comes from someone known and trusted, it is more likely to get completed and returned. The EDIS service coordinator/primary provider should explain the importance of collecting family outcome information and how it will be used for overall program support and improvement.

The preferred option for sharing the FOS with families is in person, most likely as part of a intervention visit. When this is not feasible email or regular mail are alternative means.

A cover letter should accompany the FOS. A sample cover letter is included in this module. Programs are encouraged to personalize the sample cover letter to ensure that it includes up-to-date and accurate contact information.

SLIDE 17:

Families will have the option of completing the survey independently, or with the assistance of an EDIS staff member who (to the greatest extent feasible) is not currently the family's primary service provider. Families may also receive assistance from an interpreter.

While having the family complete a printed copy of the FOS is the preferred method, under certain circumstances it may be necessary to complete the FOS with the family telephonically.

The length of time needed to complete the survey will depend on how many times the survey is read and if discussion occurs while completing the survey. Generally, it should take about 15 minutes to complete the survey.

FOS Return

- FOS return options:
 - Return to EDIS service provider in an envelope
 - Complete via telephone with non-primary service provider
 - Send to EDIS Program Manager via mail
 - Return via email



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SLIDE 18:

The preferred method for families to return the FOS is by giving it to an EDIS provider. This approach is more personal and is anticipated to facilitate a greater return rate. Alternately, the family may complete the FOS telephonically with an EDIS provider (Whenever feasible this should not be the Family's primary provider.), or return the FOS via mail or via email.

Data Entry

- Transfer data from FOS to SNPMIS
 - Data entered by EDIS staff (administrative assistant, Program Manager, service provider)
 - FOS filed in the child's record
 - Section five correspondence



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SLIDE 19:

Results of each completed FOS must be entered into the EDIS SNPMIS program. Teams should determine how this will be accomplished at the program level. The completed FOS is filed in the child's EDIS record under section five.

Data Entry in SNPMIS

Special Needs Program Management Information System: AR MIL 010 (Economic: BCT111_P0117.R)

Collection Date: 01/0000 Outcome Type: Child Family

Completed By: EDIS Assistance? Yes No Data Unavailable

1 Your child is growing and learning. How much does your family understand about your child's development? 1 2 3 4 5 6 7 No Response

2 Some children have special health needs, a disability, or are delayed in their development. These are often referred to as "special needs." How familiar is your family with your child's special needs? 1 2 3 4 5 6 7 No Response

3 Professionals who work with you and your child want to know if the things they do are working. How often is your family able to tell if your child is making progress? 1 2 3 4 5 6 7 No Response

4 A variety of programs and services may be available for your child and family. How much does your family know about the programs and services that are available? 1 2 3 4 5 6 7 No Response

5 Families often meet with early intervention professionals to plan services or activities. How comfortable is your family participating in these meetings? 1 2 3 4 5 6 7 No Response

6 Families of children with special needs have rights, including what to do if you are not satisfied. How familiar is your family with your rights? 1 2 3 4 5 6 7 No Response

7 Families help their children develop and learn. How often is your family able to help your child develop and learn? 1 2 3 4 5 6 7 No Response

8 Families try to help their children learn to behave the way they would like. How often is your family able to help your child learn to behave the way you would like? 1 2 3 4 5 6 7 No Response

OK Cancel Help



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SLIDE 20:

The data entry screen in SNPMIS mirrors the FOS item by item. Also included is checks to indicate if EDIS assisted the family with completing the FOS.

Special Circumstances

- Families with twins or more than one child in early intervention
- Families transferring to another EDIS program



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SLIDE 21:

With regards to families with twins or families exiting the program with more than one child receiving services, EDIS is interested in getting the best possible information as it relates to families experiences in EDIS early intervention. Some families who feel that their responses to the survey would be consistent or the same for each child will only complete one survey. Other families whose children have very different abilities and needs, resulting in survey questions answered differently for each child, will complete one survey for each child. So, the decision about how many surveys to complete will be individualized for each family.

Please note, that although the family may only fill out one survey, the results must be entered into SNPMIS for each child in the family ,as the outcomes in SNPMIS are tied to the child, not the sponsor (family).

The FOS will be completed by all families of children who are exiting the program even if they are transferring to another EDIS program.

Family responses will not be shared with anyone outside of EDIS without the family's informed, written consent ("Consent to Release/Request Information" form).

Data Reporting

- Responses across programs combined to provide an overall picture of families in EDIS and their experiences
- Family outcomes are an important indicator of program effectiveness



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SLIDE 22:

All reported data will be anonymous. FOS responses will be combined with those of other families participating in EDIS early intervention to provide an overall picture of families and their experiences with EDIS early intervention.

Data Use

- To examine family outcomes
- To identify opportunities for improvement
- To respond to stakeholders
- To celebrate success



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SLIDE 23:

The family outcome data collected through the FOS will be used for a wide variety of purposes. This slide highlights some of the data uses.

Possible Questions

- Do outcomes differ for families from different race/ethnic groups?
- Do outcomes differ for families of different rank structures?
- Do outcomes differ for families whose children are developmentally delayed compared to those with a diagnosed condition?
- Are family outcomes more positive for families whose children have the best outcomes?
- Are family outcomes more positive for families in the program for a longer period of time?



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SLIDE 24:

This slide illustrates some of the questions we may begin to explore as the data are collected.

When to Begin

- Following Module Three training
- No later than 1 October 2008



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SLIDE 25:

Following Module Three training, EDIS programs should begin to have families exiting EDIS early intervention, after receiving at least six months of services, complete the FOS.

*Information included in
this module is available at:*

www.the-eco-center.org

Direct questions/suggestions to:
Naomi.Younggren2@us.army.mil



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SLIDE 26:

Additional resources are available at the Early Childhood Outcomes Center website.

Army Educational and Developmental Intervention Services (EDIS)

Handouts

-  **3.1** Family and Child Outcomes for Early Intervention and Early Childhood Special Education. ECO April 2005 http://www.fpg.unc.edu/~eco/pdfs/eco_outcomes_4-13-05.pdf
-  **3.2** EDIS Family Outcomes Survey (FOS)
-  **3.3** EDIS Family Outcomes Survey (FOS) Parent cover letter

**Family and Child Outcomes for
Early Intervention and Early Childhood Special
Education
April 2005**

Background

The Early Childhood Outcomes (ECO) Center was funded by the Office of Special Education Program to develop an approach for collecting data on child and family outcomes for the Part C early intervention and Part B preschool programs of IDEA (Individuals with Disabilities Education Act). The resulting data are to be used for federal and state accountability purposes and to improve programs. The family and child outcomes in this document are the product of the initial step in developing this approach. The outcomes were developed through a year-long consensus-building process that involved input from and review by numerous stakeholders including federal, state, and local policy-makers and administrators, local providers, family members of children with disabilities, and researchers. The ECO Center tried to incorporate the feedback received into the current version of the outcomes but, not surprisingly, it was not always possible to reflect the diversity of positions on the outcomes.

This version of the outcomes represents the ECO Center's current thinking based on the input received. The next step in the process will be to work with OSEP and states on the development of the measurement approach. It is possible that developing the measurement approach may reveal a need for additional refinements in the outcomes.



Additional Information about the Family and Child Outcomes

The family and child outcomes were written to be simple and straightforward statements but the few words of each outcome encompass important concepts that might not be readily apparent. Additional information is presented to further clarify the intended meaning of the each outcome.

Family Outcomes

A brief explanation is presented for each family outcome. Examples of the kinds of knowledge or behaviors referred to in the outcome are included to illustrate what is meant by the outcome. The examples are not meant to represent all possible knowledge and behaviors that could be considered part of the outcome.

1. Families understand their children's strengths, abilities and special needs.

To promote development and speak effectively on behalf of their children, all parents must recognize their children's unique features that will influence developmental progress. Parents of children with special needs face unique challenges in learning about their child's strengths, abilities, learning style, and temperament, since children with special needs often display atypical patterns of growth and development. They often have special risk factors, health problems, conditions, or diagnoses that are unique and require parents to learn new information about such diverse topics as genetics, medications, surgeries, seizures, need for adaptive equipment, or special learning needs (e.g., use of augmentative communication devices, signing or behavior management techniques). Early intervention and early childhood special education professionals can provide information for families and can help families learn new ways to access this information themselves. This information allows parents to better support their children's growth and development and to represent their children's needs more effectively in planning interventions. Families who understand their children's strengths, abilities and special needs, for example:

- Know expectations for typical development at different ages and stages
- Are aware of how their child with or at-risk for a disability is developing, and what might be the next developmental abilities that could be encouraged
- Understand their child's learning style and preferences
- Are able to observe their child's behavior and notice whether changes occur as a result of services, medication, changes in parenting, or alterations in the home environment
- Know about the special risk factors, conditions, or disability their child might have
- Know about recommended interventions and practices related to their child's special risk factors, conditions, or disability
- Know how to access information about child development or their child's special needs through resources such as other parents, reading materials, professionals, or the Internet

2. Families know their rights and advocate effectively for their children.

Federal legislation makes it clear that parents of children with disabilities have a set of rights with regard to assent and access to services. All families must be given the

opportunity to participate in decisions regarding their child's eligibility for services, the goals to be addressed, and the services provided. Families are to be partners in the design and delivery of intervention and need knowledge and skills to fully participate in the process. Families who know their rights and effectively communicate their children's needs, for example:

- Know their rights and responsibilities related to service provision
- Know where to go for services and other supports in their community
- Know about different service options, and are familiar with the types of services offered by different providers
- Feel comfortable talking with professionals or asking questions
- Know how to use a variety of sources of information (e.g., local parent organizations, the Internet) to find out about rights and services
- Are able to participate as full partners in team meetings to plan goals and services
- Communicate the need for services they feel are important
- Know what to do if they feel that needed services are not being provided.

3. Families help their children develop and learn.

A caring, warm relationship between a parent and the child is the foundation for all subsequent development. Families who help their children learn and develop provide for and interact with their children in a variety of positive ways that will promote the development of the child. The family environment is the most influential factor in shaping children's development and learning in the early years. Family environment encompasses the ways parents talk with, teach and discipline their children; the physical environment of the home, the overall tone of family interactions, and the types of out-of-home experiences that parents provide for their children. Families create family environments in many different ways, depending on the culture, traditions, and values held by the family. Professionals can support families in acquiring the knowledge to parent effectively and in putting that knowledge to everyday use. Families who help their children learn and develop, for example:

- Provide a safe, nurturing, and stimulating environment for their child
- Know and use styles of effective parenting
- Help the child participate in family routines and activities
- Feel confident in their parenting skills
- Use special techniques that might be effective in enhancing learning or managing special behavior problems
- Modify the home environment or routines to reflect their child's learning style or needs for adaptive environments
- Know about and help their child use special adaptive equipment
- Know how to access and evaluate the validity of recommendations for dealing with particular learning or behavior challenges

4. Families have support systems.

Families of children with special needs sometimes feel alone in dealing with the fact that they have a child with a delay or disability. Research has documented the important role of social support in helping individuals cope with stressful or challenging circumstances. Support can come from both formal (e.g., professionals, agencies) and informal (e.g., relatives and neighbors) sources. One clear finding from research is the subjective nature of support. The positive benefits of social support seem to result from the quality

of the support as perceived by the person receiving it and not necessarily from the amount of support. What constitutes appropriate support is also influenced by the family's culture and community in which a family lives. By using family-centered help-giving practices, professionals can help families build and use informal support systems.

Families who feel they have adequate social support, for example:

- Feel supported in raising their children
- Maintain friendships and make new friends
- Have professionals providing the type and level of support that the family in partnership with the professionals have deemed appropriate for the family.
- Are able to talk to friends and neighbors about disability-related issues
- Are able to participate in desired neighborhood and recreational activities, family functions, and other activities with spouse or friends
- Meet and get to know other families of children with disabilities
- Have neighbors, friends, or family who can provide help (e.g., babysitting)

5. Families are able to gain access to desired services, programs, and activities in their community.

Most families need and have access to a wide range of community resources, services, programs, and activities. These resources could include the medical services (e.g., doctors, dentists), child care, religious institutions, libraries, recreational centers, and, for older children, programs such as sports or scouting. Families of children with disabilities often experience challenges in accessing community resources, especially those that seem responsive to their needs and those of their children. The community resources actually used depend on the age of the child, the child's needs, the family's desire to participate in those activities, and what is available in the community in which they live. Families vary considerably in the extent to which they want or need community resources. Professionals can assist families in understanding and accessing the services and activities available in their communities. In communities where these services exist, families who know how to access desired services and activities, for example:

- Have quality childcare that is responsive to the unique needs, strengths, and abilities of the children so that parents can work
- Have opportunities for their children to have inclusive experiences with children who do not have disabilities
- Have a physician and dentist who can provide care that is sensitive and responsive to their child's special needs
- Have acceptable and trustworthy respite care services when informal care is not available
- Are able to participate in religious, recreational or educational activities and programs with families with typically developing children
- Participate in parent organizations or support groups relevant to their child's disability and their family's style and priorities

3.2 EDIS Family Outcomes Survey (FOS)



EDIS Early Intervention Family Outcomes Survey

Dear _____,

This survey is designed to provide a way for you to describe your family and the ways you support your child's needs. It also provides EDIS a way to understand the outcomes your family has experienced through your participation in EDIS early intervention services.

Instructions:

- This survey should be filled out by the person in your family who has the most interaction with early intervention. All of the responses include the word "we" or "our." This refers to your family. Usually this means parents and others who support and care for your child. But every family is different, so think of what "family" means to you when answering.
- On every page, you will be asked to answer questions like the ones below. Please read each question and circle the number that best describes your family right now. If a statement almost describes your family, but not quite, circle the number just to the left or the right.
- If you do not know how to answer a question, or if you are not comfortable answering the question, skip it and go to the next question.

UNDERSTANDING YOUR CHILD'S STRENGTHS, ABILITIES, AND SPECIAL NEEDS

1. *Your child is growing and learning. How much does your family understand about your child's development?*

1	2	3	4	5	6	7
We are just beginning to understand our child's development		We understand some about our child's development		We understand a good amount about our child's development		We understand a great deal about our child's development

2. *Some children have special health needs, a disability, or are delayed in their development. These are often referred to as "special needs." How familiar is your family with your child's special needs?*

1	2	3	4	5	6	7
We are just beginning to understand our child's special needs		We understand some about our child's special needs		We understand a good amount about our child's special needs		We understand a great deal about our child's special needs

3. *Professionals who work with you and your child want to know if the things they do are working. How often is your family able to tell if your child is making progress?*

1	2	3	4	5	6	7
We seldom can tell if our child is making progress		We sometimes can tell if our child is making progress		We usually can tell if our child is making progress		We almost always can tell if our child is making progress

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KNOWING YOUR RIGHTS AND ADVOCATING FOR YOUR CHILD

4. *A variety of programs and services may be available to help your child and family. How much does your family know about the programs and services that are available?*

1	2	3	4	5	6	7
We are just beginning to learn about the programs and services that are available		We know some about the programs and services that are available		We know a good amount about the programs and services that are available		We know a great deal about the programs and services that are available

5. *Families often meet with early intervention professionals to plan services or activities. How comfortable is your family participating in these meetings?*

1	2	3	4	5	6	7
We are just beginning to feel comfortable participating in meetings		We are somewhat comfortable participating in meetings		We are generally comfortable participating in meetings		We are very comfortable participating in meetings

6. *Families of children with special needs have rights, including what to do if you are not satisfied. How familiar is your family with your rights?*

1	2	3	4	5	6	7
We are just beginning to understand our rights		We understand some about our rights		We understand a good amount about our rights		We understand a great deal about our rights

HELPING YOUR CHILD DEVELOP AND LEARN

7. Families help their children develop and learn. How much does your family know about how to help your child develop and learn?

1	2	3	4	5	6	7
We are just beginning to know how to help our child develop and learn		We know some about how to help our child develop and learn		We know a good amount about how to help our child develop and learn		We know a great deal about how to help our child develop and learn

8. Families try to help their children learn to behave the way they would like. How much does your family know about how to help your child learn to behave the way your family would like?

1	2	3	4	5	6	7
We are just beginning to know how to help our child behave the way we want		We know some about how to help our child behave the way we want		We know a good amount about how to help our child behave the way we want		We know a great deal about how to help our child behave the way we want

9. Families work with professionals to help their children learn and practice new skills at home or in their communities. How often does your family help your child learn and practice these new skills?

1	2	3	4	5	6	7
We are just beginning to help our child learn and practice these skills		We sometimes help our child learn and practice these skills		We usually help our child learn and practice these skills		We routinely help our child learn and practice these skills

HAVING SUPPORT SYSTEMS

10. Many people feel that talking with another person helps them deal with problems or celebrate when good things happen. How often does your family have someone your family trusts to listen and talk with when they need it?

1	2	3	4	5	6	7
We seldom have someone to talk with about things when we need it		We sometimes have someone to talk with about things when we need it		We usually have someone to talk with about things when we need it		We almost always have someone to talk with about things when we need it

11. Families sometimes must rely on other people for help when they need it, for example to provide a ride, run an errand, or watch their child for a short period of time. How often does your family have someone you can rely on for help when your family needs it?

1	2	3	4	5	6	7
We seldom have someone we can rely on for help when we need it		We sometimes have someone we can rely on for help when we need it		We usually have someone we can rely on for help when we need it		We almost always have someone we can rely on for help when we need it

12. Most families have things they enjoy doing. How often is your family able to do the things your family enjoys?

1	2	3	4	5	6	7
We seldom are able to do the things we enjoy		We sometimes are able to do the things we enjoy		We usually are able to do the things we enjoy		We almost always are able to do the things we enjoy

ACCESSING YOUR COMMUNITY

13. All children need medical care. How well does your family's medical care meet your child's special needs?

1	2	3	4	5	6	7
Our medical care meets few of our child's needs		Our medical care meets some of our child's needs		Our medical care meets many of our child's needs		Our medical care meets almost all of our child's needs

14. Many families have a need for quality childcare. By this, we do not mean occasional babysitting, but regular childcare, either part-day or full-day. How well does your family's childcare meet your child's needs?

- CHECK HERE IF YOUR FAMILY HAS NOT WANTED CHILD CARE, AND GO TO QUESTION 15.
- CHECK HERE IF YOUR FAMILY HAS WANTED CHILD CARE BUT IT IS NOT CURRENTLY AVAILABLE, AND GO TO QUESTION 15.

1	2	3	4	5	6	7
Our childcare meets few of our child's needs		Our childcare meets some of our child's needs		Our childcare meets many of our child's needs		Our childcare meets almost all of our child's needs

15. Many families want their child to play with other children or participate in religious, community, or social activities. How often does your child participate in these activities right now?

- CHECK HERE IF YOUR FAMILY HAS NOT WANTED YOUR CHILD TO PARTICIPATE IN SUCH ACTIVITIES AND GO TO QUESTION 16.

1	2	3	4	5	6	7
Our child seldom participates in the activities we want		Our child sometimes participates in the activities we want		Our child usually participates in the activities we want		Our child almost always participates in the activities we want

THE HELPFULNESS OF EARLY INTERVENTION

The next questions ask how well early intervention has helped your family. When answering, think about the early intervention services you have received.

16. To what extent has early intervention helped your family know and understand your rights?

1	2	3	4	5	6	7
Early intervention has done a poor job of helping us know our rights		Early intervention has done a fair job of helping us know our rights		Early intervention has done a good job of helping us know our rights		Early intervention has done an excellent job of helping us know our rights

17. To what extent has early intervention helped your family effectively communicate your child's needs?

1	2	3	4	5	6	7
Early intervention has done a poor job of helping us communicate our child's needs		Early intervention has done a fair job of helping us communicate our child's needs		Early intervention has done a good job of helping us communicate our child's needs		Early intervention has done an excellent job of helping us communicate our child's needs

18. To what extent has early intervention helped your family be able to help your child develop and learn?

1	2	3	4	5	6	7
Early intervention has done a poor job of helping us help our child develop and learn		Early intervention has done a fair job of helping us help our child develop and learn		Early intervention has done a good job of helping us help our child develop and learn		Early intervention has done an excellent job of helping us help our child develop and learn

I/We filled out this survey on: _____
(today's date)

Did EDIS staff assist you with completing this survey? yes no

Thank you for completing this survey!

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3.3 EDIS Family Outcomes Survey (FOS) Sample Cover Letter

**Educational and Developmental Intervention Services (EDIS)
Early Intervention**
Program location & Address

Dear Parent,

As your family prepares to leave our EDIS early intervention services, we request that you complete the EDIS Family Outcomes Survey (FOS). Your responses are important to us, and we promise to keep your personal responses confidential.

The survey you are about to complete was designed to help us to learn from your family's experiences with EDIS. We will not report any information that identifies you or your family. We will combine your responses with those of other families participating in EDIS early intervention to provide an overall picture of families and their early intervention experiences. In combination with responses from other families, the information you provide will:

- Help EDIS understand how our services make a difference for the children and families we support and serve.
- Supply EDIS information that we will use to improve early intervention supports and services.
- Provide grouped data to demonstrate results to all stakeholders – to you and other families, our Commanders, and the larger Army community.

Thank you again for completing the EDIS Family Outcomes Survey. Please let us know if you have any questions or need any assistance with completing the survey.

Please place your completed survey in the envelope provided and return it to your EDIS provider or mail it to:

(local EDIS Program Address)

Please direct your questions to:

(local EDIS Point of Contact)

We wish you and your family the very best as you transition from our EDIS early intervention program.

Sincerely,

(signature of local EDIS Program Manager)