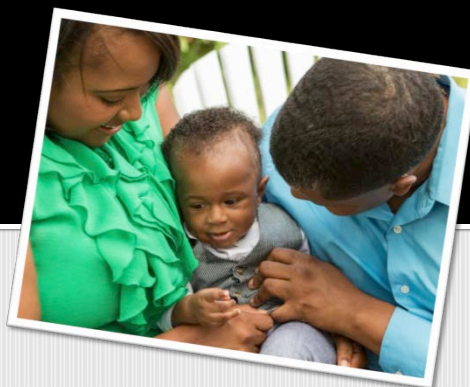


Beyond the Snapshot

Understanding and Using Family Outcome Data



Family Outcomes

- Percent of families reporting EI helped their family:
 - 4a – Know their rights
 - 4b – Effectively communicate their child's needs
 - 4c – Help their child develop and learn

Family Survey

- Survey developed and validated by the National Center for Special Education Accountability Monitoring (NCSEAM)



Revised Family Survey (2011-12)

One scale

Does not apply option

Substituted some items


Added Virginia questions

Take a look

- Impact on Families Scale
- Virginia Questions
- Demographics



Impact of Early Intervention Services on Your Family							
<i>During the past year, Early Intervention services have helped me and/or my family:</i>							
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Does Not Apply
1. ...participate in typical activities for children and families in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ...know about services in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ...improve my family's quality of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ...know where to go for support to meet my child's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ...know where to go for support to meet my family's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ...feel that I can handle the challenges of parenting my child with his/her needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ...feel more confident in my skills as a parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ...keep up friendships for my child and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. ...find information I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ...know how to make changes in family routines that will benefit my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ...figure out solutions to problems as they come up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. ...feel that I can get the services and supports that my child and family need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. ...understand how the Early Intervention system works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. ...be able to evaluate how much progress my child is making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. ...feel that my child will be accepted and welcomed in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ...feel more confident in finding ways to meet my child's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ...communicate more effectively with the people who work with my child and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ...understand the roles of the people who work with my child and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. ...know about my child's and family's rights concerning Early Intervention services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. ...do things with and for my child that are good for my child's development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. ...understand my child's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. ...feel that my efforts are helping my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



 21950

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Does Not Apply
Your Family's Experience in Early Intervention							
1. What I say about my child and family is understood and respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The people who work with my child and family answer our questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I can easily get in touch with my service coordinator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The services provided to my child and family help reach the outcomes/goals that are important to my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. What is your child's gender?

☐ male ☐ female

2. How old is your child now?

☐ Birth to 12 months

☐ 13 months to 24 months

☐ 25 months to 36 months

☐ Older than 3 years

3. How old was your child when first referred to Early Intervention?

☐ Birth to 12 months

☐ 13 months to 24 months

☐ 25 months to 36 months

4. What is your child's Race/Ethnicity?

☐ White

☐ Black or African-American

☐ Hispanic or Latino

☐ Asian

☐ American Indian or Alaskan Native

☐ Pacific Islander or Hawaiian Native

☐ Two or More Races

5. How long has your child been receiving Early Intervention services?

☐ less than 6 months

☐ 6 months - 1 year

☐ more than 1 year

Poll Question



When does the family survey go out each year?

- a. Winter
- b. Spring
- c. Summer
- d. Fall

When and How?

Families in EI on Dec. 1

Notification card - Spring

2 mailings, then phone

Poll Question

- When do you talk to families about the family survey?
 - a. When they enter the EI system
 - b. Right before the survey comes out
 - c. Both a and b
 - d. It's not my role

A New Resource

Infant & Toddler Connection of Virginia

Highlighting Child and Family Outcomes for 2014-2015

Outcomes for Children Served in Early Intervention: July 1, 2014 – June 30, 2015

Virginia reports every year on three outcomes for children in early intervention:

1. Social relationships, which includes getting along with other children and relating well with adults
2. Use of knowledge and skills, which means how a child learns, thinking, problem-solving and using language
3. Using appropriate behaviors to meet needs, which includes feeding, dressing, moving from one place to another and following directions about safety



In 2014 – 2015:

	Showed greater than expected growth*	Exited early intervention within age expectations
Social relationships	65.1%	64.5%
Knowledge and skills	71.3%	53.0%
Appropriate behaviors to meet needs	73.4%	55.5%

*These children were starting to catch up to other children their age and gaining skills faster than they were before early intervention.

Outcomes for Families Served in Early Intervention July 1, 2014 – June 30, 2015

Virginia also reports annually on three family outcomes based on the results of a survey sent to all families each year in the spring. The percentage of families who report that early intervention services helped their family:

1. Know their rights
2. Effectively communicate their children's needs
3. Help their children develop and learn



Early intervention helped families ...	Based on 2015 Family Survey
Know their rights	75.6%
Effectively communicate their children's needs	72.1%
Help their child develop and learn	85.4%

The responses to the 22 items on the survey show that Virginia is helping families achieve many positive outcomes in addition to the three above.

Planning for Improvement in the Infant & Toddler Connection of Virginia

Virginia uses the child outcome and family outcome data to plan improvements to the early intervention system. Based on the data, we are working to make sure we provide evidence-based services (those that research and/or experience show work the best in improving outcomes) for all children and families. That means:

- Focusing on how well children function in their everyday routines and activities, like bath time, meal time, or going to the store
- Understanding what is important to the family for their child and family to be able to do
- Planning outcomes and services that help children be an active part of their family and community
- Using coaching to increase families' competence and confidence in helping their children learn and develop.

For more information on child and family outcomes, visit <http://www.infantva.org/supervisionMonitoring.htm>.

Department of Behavioral Health and Developmental Services - September 2015

Why are the family outcomes and survey important to me in my role?

Scoring and results

- Each returned survey receives an ***overall score based on the family's responses to all 22 items***



Cut Scores

- 4a – Know their rights = 539
- 4b – Communicate needs = 556
- 4c – Help develop and learn = 516



Question

Agree, Strongly Agree and Very Strongly Agree responses all get "credit" when the survey is scored?

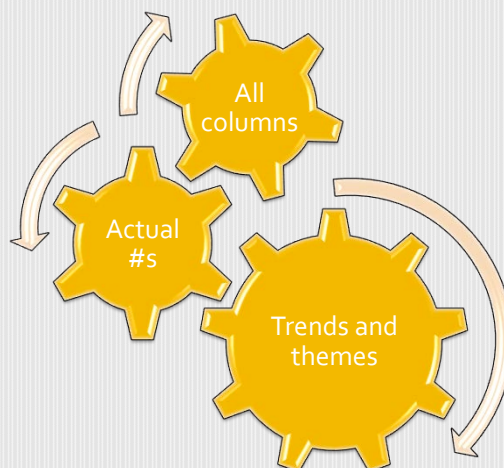


Planning Improvements

Based on survey results, additional data and available resources



Review Survey Results



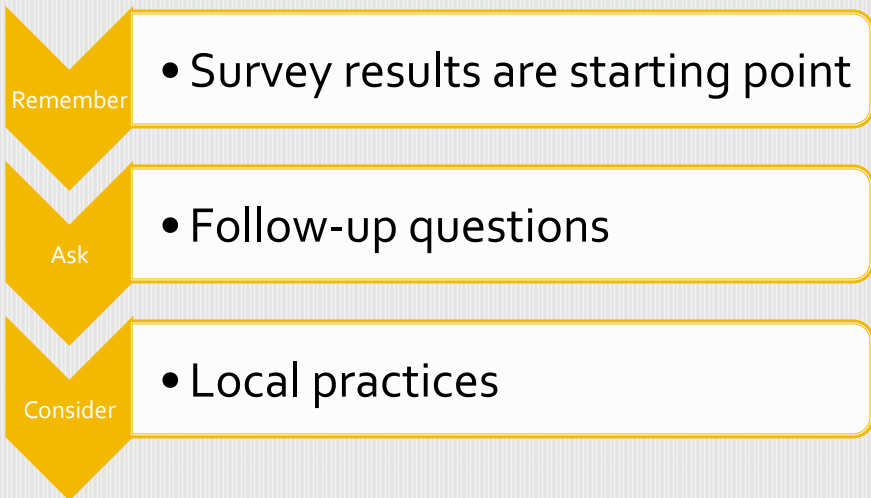
Infant & Toddler Connection of Virginia Family Survey 2015 Survey Impact on Families Scale

DNA = Does Not Apply
VSD = very strongly disagree
SD = strongly disagree
D = disagree
A = agree
SA = strongly agree
VSA = very strongly agree

Infant & Toddler Connection of

	% DNA	VSD	SD	D	A	SA	VSA	% A / SA / VSA	% SA / VSA
<i>Over the past year, Early Intervention services have helped me and/or my family:</i>									
...participate in typical activities for children and families in my community.	24%	5%	0%	14%	43%	16%	22%	81%	38%
...know about services in my community.	8%	4%	0%	13%	51%	18%	13%	82%	31%
...know where to go for support to meet my FAMILY's needs.	14%	2%	0%	19%	50%	12%	17%	79%	29%
...keep up friendships for my child and family.	24%	3%	0%	16%	42%	24%	16%	82%	39%
...know where to go for support to meet my CHILD's needs.	4%	2%	0%	8%	44%	21%	25%	90%	46%
...find information I need.	12%	2%	0%	5%	50%	32%	11%	93%	43%
...improve my family's quality of life.	4%	2%	0%	9%	43%	28%	19%	89%	47%
...feel that I can get the services and supports that my child and family need.	4%	0%	2%	8%	38%	27%	25%	90%	52%
...feel more confident in my skills as a parent.	4%	0%	0%	13%	40%	25%	23%	88%	48%
...feel that my child will be accepted and welcomed in the community.	16%	2%	0%	5%	40%	17%	36%	93%	52%
...know how to make changes in family routines that will benefit my child.	6%	0%	0%	6%	38%	34%	21%	94%	55%
...communicate more effectively with the people who work with my child and family.	10%	2%	0%	4%	44%	18%	31%	93%	49%
...feel more confident in finding ways to meet my child's needs.	2%	0%	0%	4%	50%	17%	29%	96%	46%
...understand how the Early intervention system works.	2%	2%	0%	12%	43%	20%	22%	86%	43%
...feel that I can handle the challenges of parenting my child with his/her needs.	8%	2%	2%	4%	43%	26%	22%	91%	48%
...understand the roles of the people who work with my child and family.	8%	2%	0%	5%	50%	18%	25%	93%	43%
...figure out solutions to problems as they come up.	8%	0%	0%	7%	41%	26%	26%	93%	52%
...know about my child's and family's rights concerning Early Intervention services.	0%	2%	0%	10%	38%	20%	30%	88%	50%
...be able to evaluate how much progress my child is making.	0%	2%	0%	6%	42%	26%	24%	92%	50%
...understand my child's needs.	0%	0%	2%	4%	40%	18%	36%	94%	54%
...feel that my efforts are helping my child.	0%	2%	2%	4%	32%	22%	38%	92%	60%
...do things with and for my child that are good for my child's development.	0%	2%	0%	2%	38%	20%	38%	96%	58%
What I say about my child and family is understood and respected.	0%	0%	0%	2%	50%	15%	33%	98%	48%
The people who work with my child and family answer our questions.	0%	0%	0%	2%	35%	21%	42%	98%	63%
I can easily get in touch with my service coordinator.	2%	2%	0%	2%	36%	19%	40%	96%	60%
The services provided to my child and family help reach the outcomes/goals that are important to my family.	0%	2%	0%	7%	26%	26%	39%	91%	65%

Beyond the Snapshot



Resources for Improvement Planning

- Relationship of Quality Practices to Child and Family Outcomes (and Virginia's adaptation of that document)
- Characteristics and Consequences of Family-Centered Helpgiving Practices (FIPP)
- Checklist for assessing adherence to Family Centered Practices (FIPP)

Benefits of Family-Centered Practices

- Family Empowerment
- Family Well Being
- Increased Confidence and Competence
- Increased Feelings about their Child's Behavior & Participation

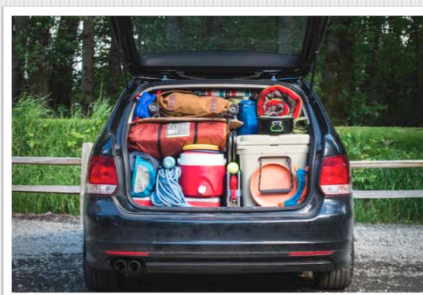


Linking Practices to Outcomes

The form is titled 'Family-Centered Practices Checklist' and includes a section for 'Self-Reflection' and 'Observation'. It lists various practices such as 'Establishing a positive relationship with the family', 'Assessing the family's strengths and needs', and 'Developing a plan for the family's care'. Each practice is followed by a column for 'Outcomes' and a column for 'Examples of outcomes'.

Family-Centered Practices Checklist

www.fipp.org



Linking Practices to Outcomes

Family-Centered Practices Checklist

Linda L. Wilson & Carl J. Dunst

Staff Member _____ Context _____

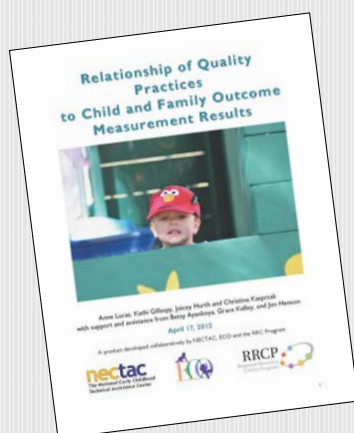
Observer/Coach _____ Date(s) _____

Rating Scale	1 = Yes, practice was used.	3 = Practice not used, opportunity missed.
	2 = Practice was partially, sometimes done.	4 = NA, no opportunity to observe the practice.
	In what way was each practice used?	Rating
Interpersonal Skills	Communicate clear and complete information in a manner that matches the family's style and level of understanding.	
	Interact with the family in a warm, caring, and empathetic manner.	
	Treat the family with dignity and respect and without judgement.	

How It Can Be Used

PRACTICES	Family Choice and Action	Work in partnership with parents/family members to identify and address family-identified desires.	
		Encourage and assist the family to make decisions about and evaluate the resources best suited for achieving desired outcomes.	
		Seek and promote ongoing parent/family input and active participation regarding desired outcomes.	
		Encourage and assist the family to use existing strengths and assets as a way of achieving desired outcomes.	
		Provide family participatory opportunities to learn and develop new skills.	

Linking Practices to Outcomes



Linking Practices to Outcomes

Effective Practices	Family Outcomes			Child Outcomes		
	Know rights	Communicate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Knowledge & Skills	Meet Needs
• Begin each visit by asking open-ended questions to identify significant family events or activities and how well planned routines and activities have been going.		★	✓			
• Encourage the family to observe and assess the child's skills, behaviors, and interests, a continual part of on-going functional assessment.		★	★	✓	✓	✓
• Reinforce the family on the strategies they use that support their child's learning, giving specific examples.		✓	★	✓	✓	✓
• Ask if there are any new issues and concerns the family wants to talk about. Explore if these concerns need to be addressed as new IFSP outcomes; if so, plan an IFSP review.		★				
• Discuss and record family observations, on-going assessment information, and progress related to the 3 global functional child outcomes.		✓	✓	✓	✓	✓

Linking Practices to Outcomes

Effective Practices	Family Outcomes			Child Outcomes		
	Know rights	Communicate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Knowledge & Skills	Meet Needs
4. Evaluate and assess the functional needs and strengths of the child in all areas of development and the child's functional performance in the 3 global outcomes, to identify needs and appropriate services to meet those needs.						
<ul style="list-style-type: none"> Ask engaging questions that invite the family to share their perspective and use prompts and observations to encourage the family to describe their child's behavior, skills, engagement, and functional participation across settings and situations. 						
<ul style="list-style-type: none"> Help the family decide how they want to participate in their child's evaluation and assessment. 						
<ul style="list-style-type: none"> Make a list with the family of specific questions they would like answered. 						
<ul style="list-style-type: none"> Inform the family that information they share about their child's skills is very important since they see their child in multiple settings and over time. 						

How It Can Be Used

Effective Practices	Family Outcomes			Child Outcomes		
	Know rights	Communicate Child's Needs	Help Child Develop & Learn	Relate to Others	Use Knowledge & Skills	Meet Needs
11. Identify transition issues and discuss steps to prepare the family for choices / options at different transition points and to prepare the child for participating in the new setting when transition occurs.						
<ul style="list-style-type: none"> Assure that the family understands the timeframe for transition from early intervention and when transition planning should occur. 	√					
<ul style="list-style-type: none"> Early in the relationship with the family, have conversations about what they want for their child's future after the early intervention program ends. 		√				
<ul style="list-style-type: none"> Develop a transition plan which includes the outcomes and activities to prepare the child and family for success after early intervention. 			√	√	√	√
<ul style="list-style-type: none"> Discuss and provide written information about all options available to children and families at age three. Assist the family to explore and visit these options. 		√				
<ul style="list-style-type: none"> Jointly review the IFSP and revise/add outcomes and strategies based on these discussions. 				√	√	√

Shenandoah's Experience



- Used "Quality Practices" document
- Looked at local processes
- Revised forms and practices

Local System Managers say....

Keep in mind the purpose of the survey and the opportunity to use the information to improve results for children and families.



What improvement strategies have been successful in your system?

Contact Information

Kyla Patterson
k.patterson@dbhds.virginia.gov

Anne Brager
anne.brager@dbhds.virginia.gov

Sharlene Stowers
sstowers@grifton.org

Beth Tolley
beth.tolley@dbhds.virginia.gov