



Early On[®] / Part C Family Outcomes

*Everyday Heroes & Quality Practices:
The Power of Early Intervention*

Early On Conference

November 11, 2015

We'll talk about.....

- 1. Why family outcomes matter**
- 2. How family outcomes is measured**
- 3. *Early On* family survey process**
- 4. Families responding to the survey**
- 5. How we measure up - targets and results**
- 6. Using the results**

Why family outcomes matter

Research says.....

Foundational to early intervention is the recognition of the importance of the family to the healthy development of the child by.....

- Strengthening the ability of the family to promote their child's positive development.
- Taking into consideration family routines, preferences, cultural practices, etc.

“Three decades of research have demonstrated that parent/family involvement significantly contributes, in a variety of ways, to improved student outcomes related to learning and school success.”

(Carter, Susanne; 2002. The Impact of Parent / Family Involvement on Student Outcomes: An Annotated Bibliography of Research from the Past Decade. CADRE.)

Outcome defined as.....

“Benefit experienced as a result of services and supports provided for a child or family.”

Outcomes used for.....

Program accountability

- State Performance Plan / Annual Performance Report (SPP/APR)

U.S. Department of Education, Office of Special Education Programs (OSEP) uses the SPP/APR to monitor Michigan's progress on 11 Part C performance indicators, including **Indicator 4 on family outcomes**.

www.michigan.gov/documents/mde/APR-2013C-MI_for_MDE_Posting_486965_7.pdf

Improving practices, interventions, and/or services

- Michigan's CIMS (Continuous Improvement and Monitoring System) <http://cims.cenmi.org/>

State system used to promote positive outcomes.

Designed to help service areas review/interpret SPP/APR data.

How family outcomes is measured

SPP/APR Indicator 4 on family outcomes

“Percent of families participating in Part C [*Early On*] who report that early intervention services have helped the family”:

- A. Know their rights;
- B. Effectively communicate their children’s needs; and
- C. Help their children develop and learn.

The three family outcomes are.....

<p><i>A. A family knows their rights</i></p> <p>This means someone from <i>Early On</i> has helped the family:</p>	<p><i>B. A family effectively communicates their child's needs</i></p> <p>This means those involved with the child's <i>Early On</i> services have helped the family:</p>	<p><i>C. A family helps their child develop and learn*</i></p> <p>This means those involved with the child's <i>Early On</i> services have helped the family:</p>
<p>Know about the child's and family's rights.</p>	<p>Communicate more effectively with people working with their child and family.</p>	<p>Feel more confident in their skills as parents.</p>
<p>Understand the roles of the people working with their child and family.</p>	<p>Understand their child's special needs.</p>	<p>Make changes in family routines that will benefit their child.</p>

Outcomes, or impact, focus on **knowledge and skills gained** (the benefits) by a family as a result of their involvement in *Early On*.

* <http://www.michiganallianceforfamilies.org/babies-and-toddlers>

How can we measure family outcomes?

We can ask families about the *impact* (knowledge and skills gained, or benefit) of *Early On* services by conducting a survey.....

Using the *Impact on Family* Scale (next slides).

Then examine responses from families.

Impact On Family Scale

- Developed by the National Center for Special Education Accountability Monitoring (NCSEAM)*

Used results from past surveys and input from stakeholder groups, including parents.
- Resulted in a set of 22 items to measure ***Family Impact (Outcomes)***.
- Each item represents one activity related to family impact.

Impact On Family Scale

- All three indicators can be addressed by this single scale because all three ARE outcomes that early intervention services can help families to achieve.

All family outcomes are part of the same construct (validation study).

For instance, one can include arithmetic, algebra, and calculus problems in a single test that measures overall skill in mathematics.

A. Know their rights

B. Effectively communicate their children's needs

C. Help their children develop and learn

Impact On Family Scale

Over the past year, Early Intervention services [*Early On*] have helped me and/or my family:

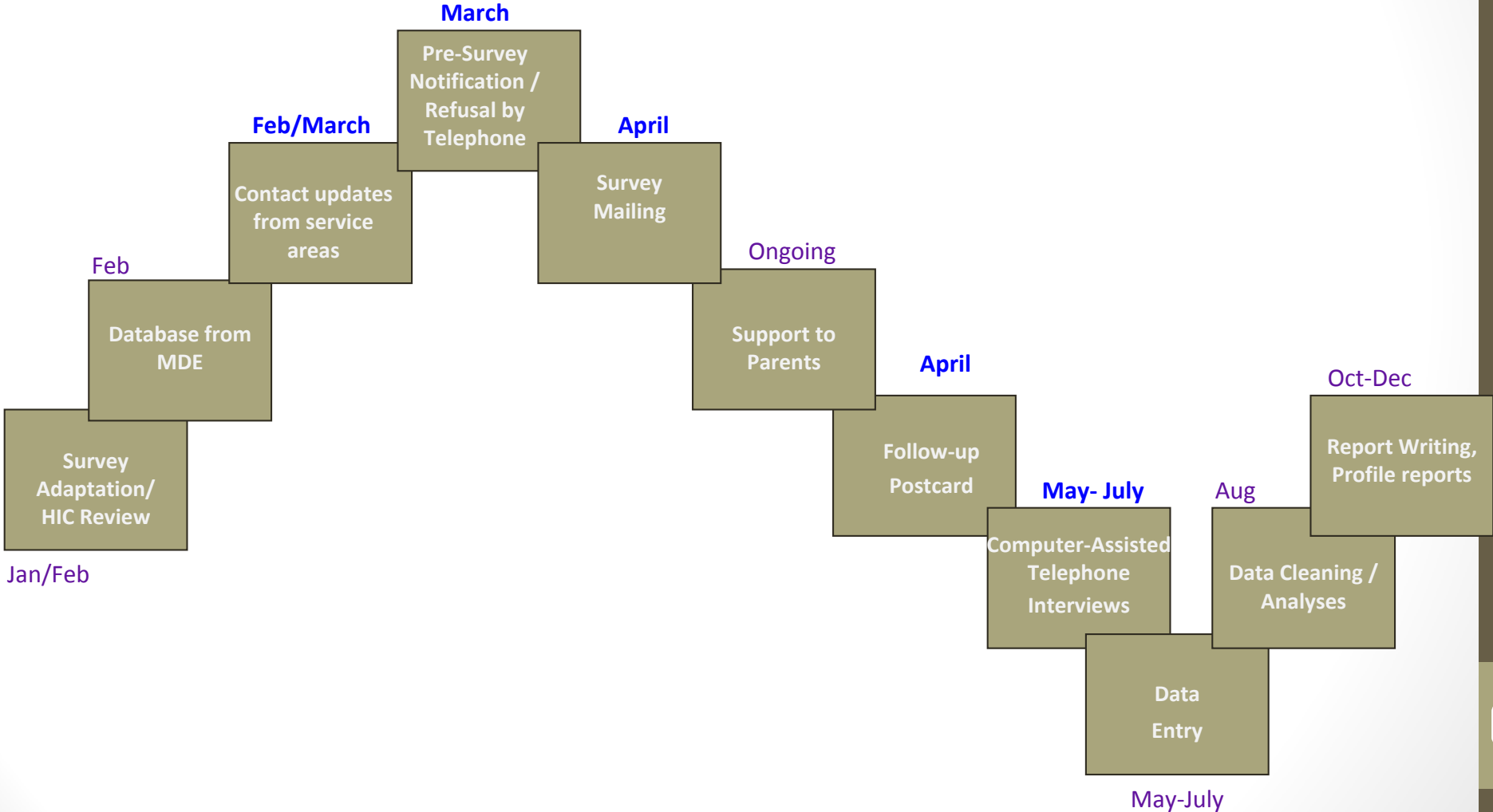
1. participate in typical activities for children and families in the community.
2. know about services in the community.
3. know where to go for help and support to meet my family's needs.
4. keep up friendships for my child and family.
5. know where to go for help and support to meet my child's needs.
6. be more effective in managing my child's behavior.
7. make changes in our family routines that will benefit my child with special needs.
8. do activities that are good for my child even in times of stress.
9. improve my family's quality of life.
10. feel that I can get the services and supports that my child and family need.
11. get services that my child and family need.
12. feel that my family will be accepted and welcomed in the community.
13. feel more confident in my skills as a parent.
14. feel that my child will be accepted and welcomed in the community.
15. communicate more effectively with people who work with my child and my family.
16. understand how the early intervention system works.
17. understand the roles and responsibilities of the people who work with my child.
18. know about my child's and family's rights concerning early intervention services.
19. be able to evaluate how much progress my child is making.
20. understand my child's special needs.
21. feel that my efforts are helping my child.
22. do things with and for my child that are good for my child's development.

knowledge

skills

***Early On* family survey process**

Overview of the family survey process



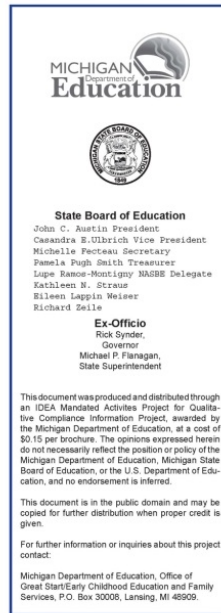
Working with Service Areas

- Inform local *Early On* Coordinators of the upcoming survey^{*}
 - Survey deployment timeline
 - WSU (Human Investigation Committee) HIC-approved ways in which service areas can encourage survey participation, including templates of announcement letters
 - List of ways areas cannot use to encourage participation, per HIC
- WSU works closely with locals to verify correct contact information prior to survey deployment to reach as many families as possible.

^{*} See reference slides for description on increasing local response rates and on human subjects protection.

Pre-survey notification

- Notify parents of upcoming survey
- Inform parents of their rights as research participants
 - Voluntary
 - Confidential (code number, reported as group results)
- Provide results from prior year
- 800 number to call if they do NOT want to receive survey



2014 Results

In 2014, the Family Questionnaire focused on **three key areas**: parental involvement, family-centeredness of services, and community participation.

Parental Involvement

- Over four-fifths (84.4%) of parents reported that early intervention services have assisted them in helping their child develop and learn.
- More than two thirds (70.1%) of parents reported that early intervention services have helped them know their rights as parents.
- About two thirds (64.0%) of parents reported that early intervention services have helped them effectively communicate their child's special needs.

Family Centeredness of Services

- The vast majority of parents (over 90%) indicated that Early On[®] helped them:
- Better understand their child's special needs.
 - Evaluate their child's progress.
 - Feel more confident in their parenting skills.

Community Participation

- Most parents (over 90%) indicated that Early On helped them feel that their child will be accepted and welcomed into the community.
- 85% of parents reported that Early On helped them participate in community activities for children and families.

2015 Study Procedures

We would like you to take part in this survey to improve Early On[®] services. If you take part, you will be asked to fill out a questionnaire about your thoughts on Early On and services your family has received.

How long will it take?

The questionnaire will take about 5 to 8 minutes to fill out. If you do not want to receive the questionnaire, please call us at **1-800-363-7987**. If we do not hear from you, we will send the questionnaire in a few weeks, followed by a reminder phone call, if necessary. If you prefer, we can help you complete the survey over the phone. Call us at **1-800-363-7987**.

What are the benefits?

Information collected through this research study will be used to help improve Early On services for families and children.

What are the risks?

Participation in this study poses no known risks.

What is the cost?

There will be no cost to participate.

Is there compensation?

You will not be paid for your participation.

Is participation voluntary? Can I withdraw?

Taking part in this study is voluntary. You may refuse to answer any question(s) or withdraw your participation at any time. Your decision will not change any present or future relationships with Wayne State University or its affiliates, or other services you are entitled to receive (e.g. through Early On).

Additional Questions?

If you have any questions now or in the future, you may contact Dr. Lyke Thompson at 313-577-5209. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at 313-577-1628.

Participation

By completing the questionnaire, you are agreeing to participate in this study.

If you **DO NOT** wish to receive the Family Questionnaire, please call our toll free number at **1-800-363-7987**.

Survey Mailing



- In 2014, mailed out survey to about 6,500 families.
- Each survey mailing packet contained:
 1. A cover letter that included:
 - A toll-free number (1-800-363-7987) to complete the survey over the telephone (also in Arabic or Spanish);
 - A link to the online survey, along with a unique access ID and password; and
 - Name and phone of a parent experienced in *Early On* to help families complete the survey by phone.
 2. Commonly Asked Questions
 3. Survey form, including 22-item scale and demographic questions.
 4. Postage-paid return envelope

Survey Form



Please FILL IN circles like this: ●, not like this: ○ or ⊗ or ⊕. You can use a pen or pencil. Please think about your child whose initials are indicated below the bar code. Consider this child in answering the questions.

Over the past year, Early On Services have helped me and/or my family:	(For each question, please FILL IN ONE circle)					
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Very Strongly Agree	
1. participate in typical activities for children and families in my community.	1	2	3	4	5	6
2. know about services in the community.	1	2	3	4	5	6
3. improve my family's quality of life.	1	2	3	4	5	6
4. know where to go for support to meet my child's needs.	1	2	3	4	5	6
5. know where to go for support to meet my family's needs.	1	2	3	4	5	6
6. get the services that my child and family need.	1	2	3	4	5	6
7. feel more confident in my skills as a parent.	1	2	3	4	5	6
8. keep up friendships for my child and family.	1	2	3	4	5	6
9. make changes in family routines that will benefit my child with special needs.	1	2	3	4	5	6
10. be more effective in managing my child's behavior.	1	2	3	4	5	6
11. do activities that are good for my child even in times of stress.	1	2	3	4	5	6
12. feel that I can get the services and supports that my child and family need.	1	2	3	4	5	6
13. understand how the early intervention system works.	1	2	3	4	5	6
14. be able to evaluate how much progress my child is making.	1	2	3	4	5	6
15. feel that my child will be accepted and welcomed in the community.	1	2	3	4	5	6
16. feel that my family will be accepted and welcomed in the community.	1	2	3	4	5	6
17. communicate more effectively with the people who work with my child and family.	1	2	3	4	5	6

	(For each question, please FILL IN ONE circle)					
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Very Strongly Agree	
18. understand the roles of the people who work with my child and family.	1	2	3	4	5	6
19. know about my child's and family's rights concerning early intervention services.	1	2	3	4	5	6
20. do things with and for my child that are good for my child's development.	1	2	3	4	5	6
21. understand my child's special needs.	1	2	3	4	5	6
22. feel that my efforts are helping my child.	1	2	3	4	5	6

Now, we would like to ask you some final questions about your family.

23. Please select your relationship to the child: (Please FILL IN ONE circle that best applies):
- (A) Mother (C) Grandparent (E) Other Caregiver: _____
- (B) Father (D) Other Relative
- 24a. Please select the *ethnic* category that best describes how you identify yourself:
- (Y) Hispanic/Latino (N) Not Hispanic/Latino
- 24b. Please select the *race identity* category that best describes yourself: (Please FILL IN ONE or MORE)
- (A) American Indian or Alaska Native (C) Asian American (E) Black or African American
- (B) Native Hawaiian/Other Pacific Islander (D) White
25. What was your family's total income for 2014? (Please FILL IN ONE circle that best applies)
- (A) Under \$10,000 (C) \$15,000 to \$24,999 (E) \$35,000 to \$49,999 (G) \$75,000 and over
- (B) \$10,000 to \$14,999 (D) \$25,000 to \$34,999 (F) \$50,000 to \$74,999 (H) No answer

THANK YOU for taking the time to complete the Early On Family Questionnaire
 Please return it to us in the self-addressed envelope or to:

Dr. Lyke Thompson
 Wayne State University
 Center for Urban Studies
 5700 Cass Avenue, 2207 A/AB
 Detroit, MI 48202

Mailed 2 weeks after survey mailing



Dear Parent:

A few weeks ago, we mailed you a questionnaire asking about your family's experiences with *Early On*. If you have already returned the questionnaire, please accept our thanks. If not, could you please do so today. By returning the questionnaire, you can help make sure that *Early On* responds to the concerns of families. Again, we would like to assure you that the questionnaire is completely voluntary and strictly confidential.

If you did not get the questionnaire, or it has been misplaced, or if you would like help in filling it out, please call us here at Wayne State University at our toll free number: 1-800-363-7987.

Thank you for your help.
Sincerely,
Lyke Thompson, Professor

Telephone Interviews

Purpose

- Increase number of respondents to Family Survey.
- Contact only parents who did not return mail survey. Alternate opportunity for parents to respond.
- Result: more accurate findings.

Computer Assisted Telephone Interviewing (CATI)

- During follow-up calls, offer families to complete survey over the phone.
- Attempt to contact families up to 8 times (during different times and days, including evenings and weekends).
- Arabic- and Spanish-speaking interviewers.



Families who responded to the 2014 survey

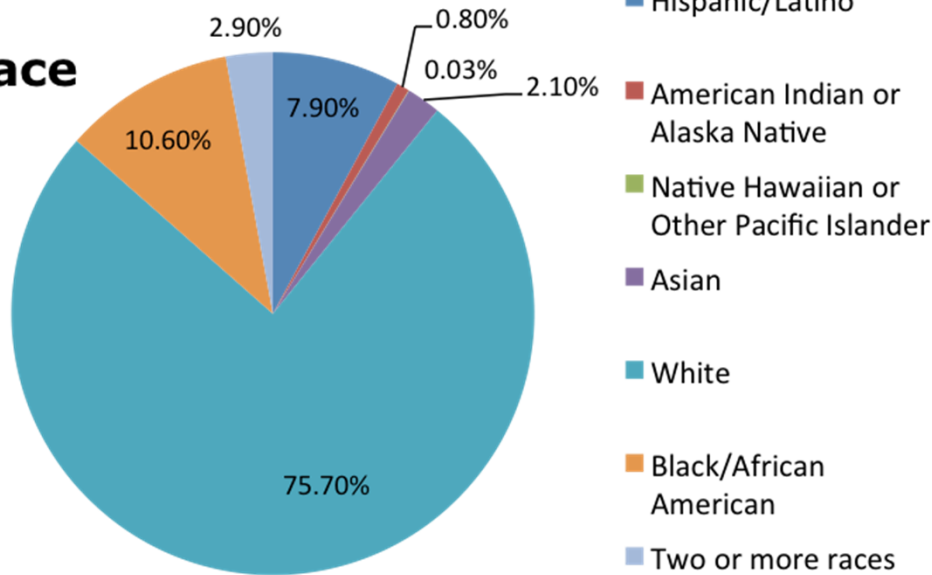
2014 response rate

FFY2013

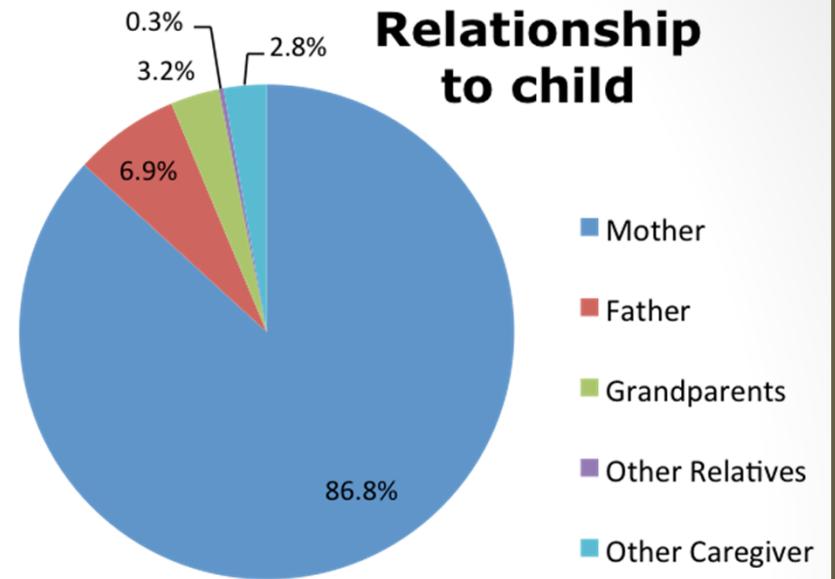
- 2,660 families responded to the 2014 family survey, yielding an overall response rate of **41.0%** (out of 6,474 eligible families with valid contact information).
- Almost half of the surveys were completed by phone interview (49.7%), with slightly less by mail (47.5%); only a small portion via online (2.8%).

Who responded to the 2014 survey? (FFY2013)

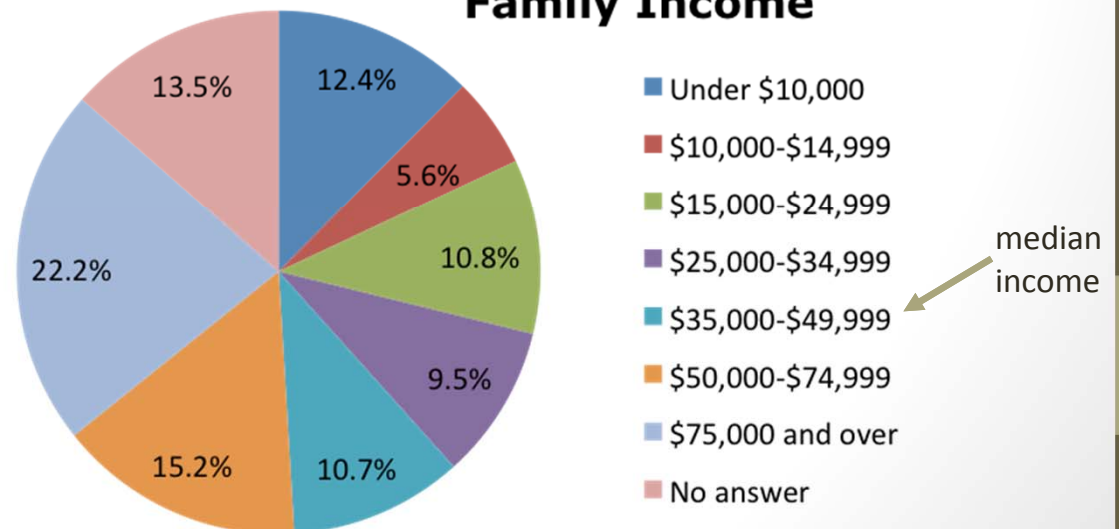
Race



Relationship to child



Family Income



How does the 2014 survey sample compare to the statewide population?

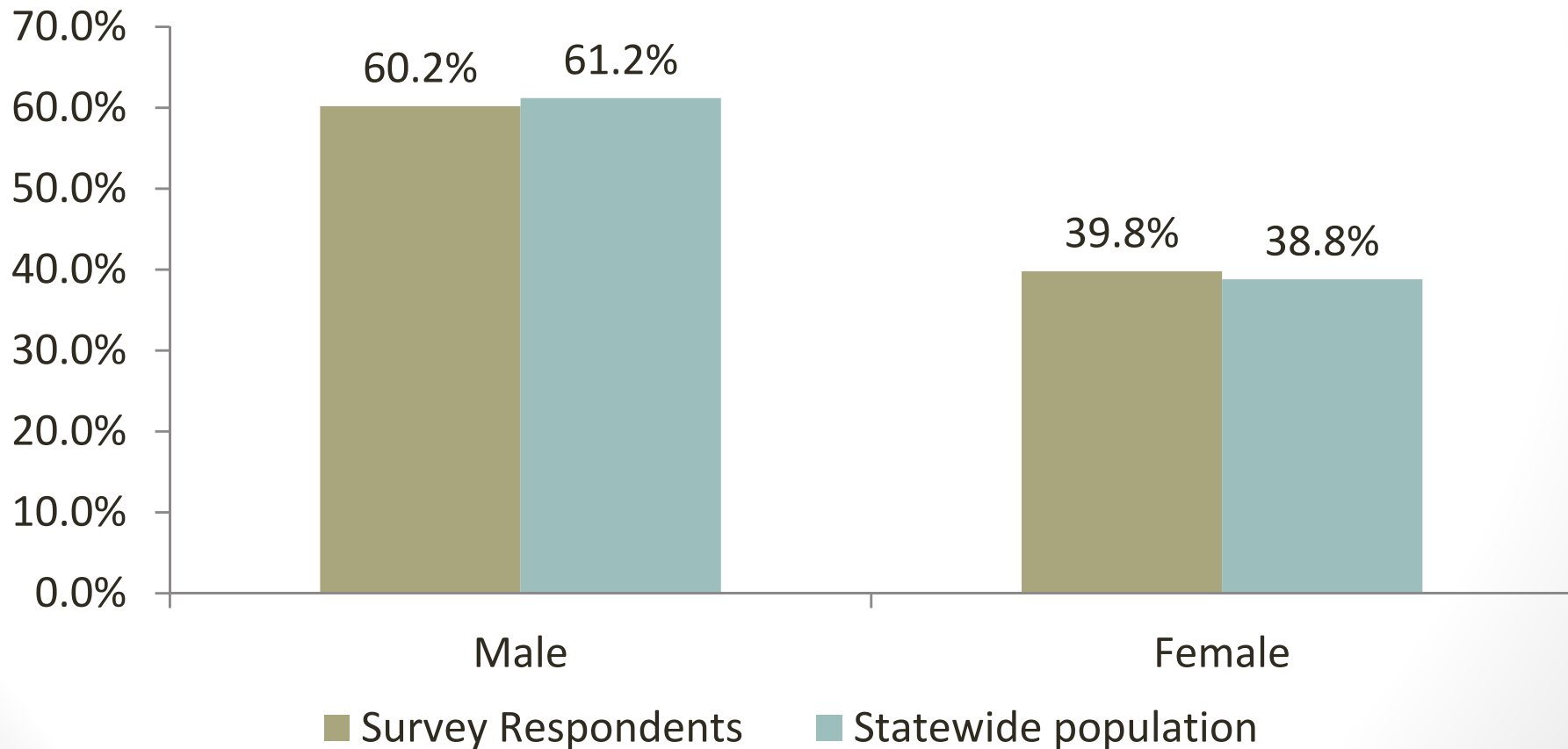
The survey responses returned were representative of the entire *Early On* population based on child **gender** and **age**.

It was not representative based on **eligibility** and **ethnicity**:

- African-American children were under-represented in the sample (14.1% survey vs. 16.8% statewide). White children, on the other hand, were over-represented (74.9% survey vs. 72.6% statewide).
- Children eligible for Part C-only services were under-represented (59.4% survey vs. 64.2% statewide), whereas children also eligible for Michigan Special Education were over-represented (40.6% survey vs. 35.8% statewide).

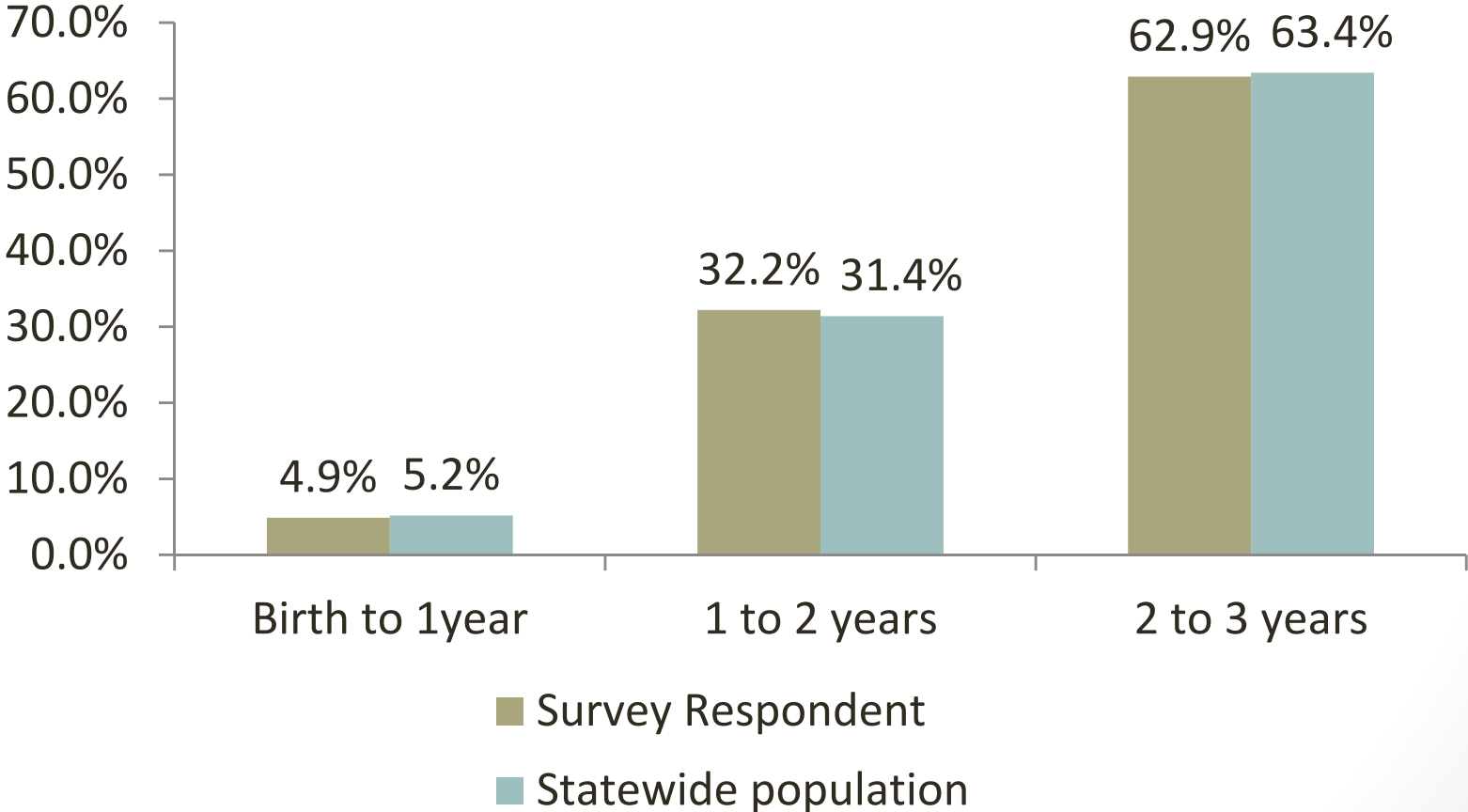
2014 survey sample versus statewide population

Child's gender: no (statistically significant) difference between survey sample and statewide population



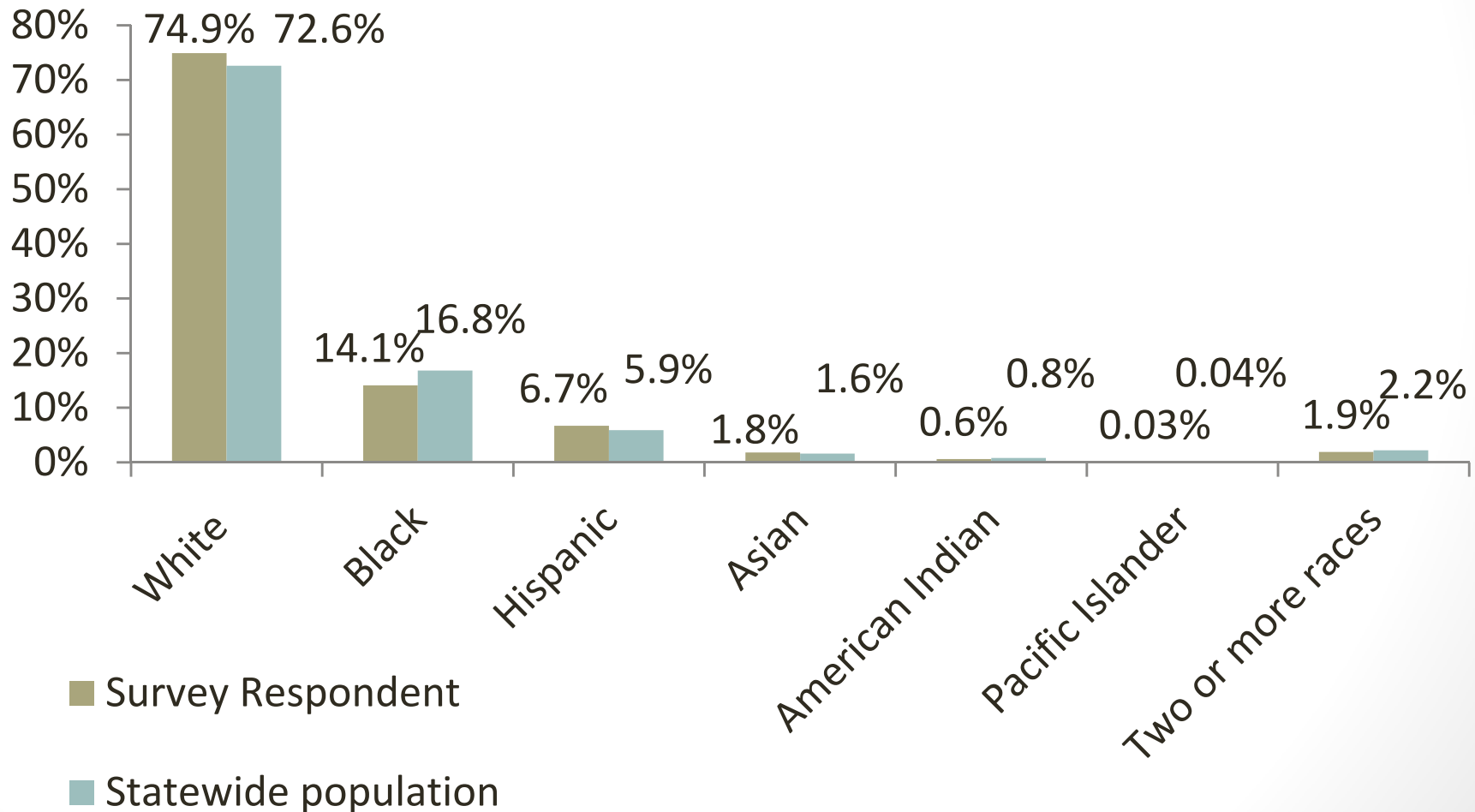
2014 survey sample versus statewide population

Child's age: no (statistically significant) difference between survey sample and statewide population



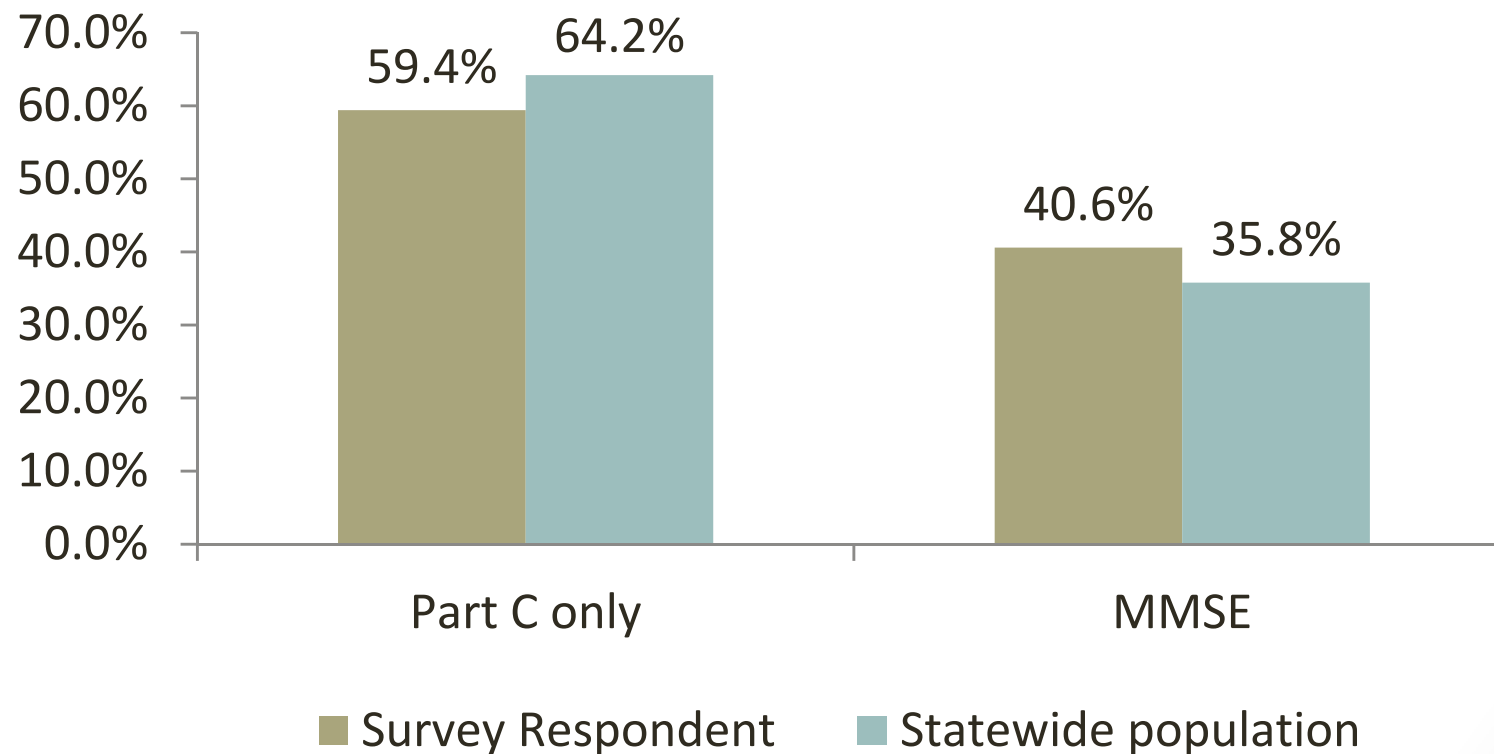
2014 survey sample versus statewide population

Child's race: African-American children were under-represented in the sample; White children, on the other hand, were over-represented.



2014 survey sample versus statewide population

Child's eligibility: Children eligible for Part C-only services were under-represented, whereas children also eligible for Michigan Mandatory Special Education (MMSE) were over-represented.



How does non-representativeness by eligibility and ethnicity affect the results?

To determine if the difference made a significant impact on the results, statistical weights* were applied to adjust the sample sizes for each subgroup.

After weighting, there was virtually no difference in the results. It suggests that **even if the sample is not representative in terms of eligibility and ethnicity, it does not measurably affect Indicator 4 results.**

* Weights are commonly used to adjust survey results for under- and over-representation of specific subgroups in a sample. Weighting provides an estimate of the results that would be found if the distribution of the eligibility and ethnicity subgroups in the sample were identical to the distribution in the overall population. The result of weighting is the same as if you duplicated each Impact on Family Scale score by as many times as the weight and then computed the average score.

How do we measure up?

Targets and results

Analyzing survey responses from the *Impact On Family Scale*

Parents complete the survey, using all 22 items

- Each of the 22 items were assigned a number called a ***calibration*** based on its difficulty (*level of agreement*), using Rasch Analysis.

Each parent's responses are also scored using Rasch

- It's not just adding up the number of statements the parent agrees with.
 - Which statements the parent agrees with; AND
 - How strongly s/he agrees determines her/his score.

**The higher the score,
the more impact the family experiences.**

Over the past year, Early Intervention services have helped me and/or my family:

1. participate in typical activities for children and families in the community.
2. know about services in the community.
3. know where to go for help and support to meet my family's needs.
4. keep up friendships for my child and family.
5. know where to go for help and support to meet my child's needs.
6. be more effective in managing my child's behavior.
7. make changes in our family routines that will benefit my child with special needs.
8. do activities that are good for my child even in times of stress.
9. improve my family's quality of life.
10. feel that I can get the services and supports that my child and family need.
11. get services that my child and family need.
12. feel that my family will be accepted and welcomed in the community.
13. feel more confident in my skills as a parent.
14. feel that my child will be accepted and welcomed in the community.
15. communicate more effectively with people who work with my child and my family.
16. understand how the early intervention system works.
17. understand the roles and responsibilities of the people who work with my child.
18. know about my child's and family's rights concerning early intervention services.
19. be able to evaluate how much progress my child is making.
20. understand my child's special needs.
21. feel that my efforts are helping my child.
22. do things with and for my child that are good for my child's development.

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Disagree Very Strongly Disagree

1 2 3 4 5 6

How strongly the parent agrees with the statement determines her/his score.

AND

Which statements the parent agrees with determines her/his score.

Each item has a
Calibration:

calculated from **many** parent respondents from the NCSEAM pilot

Higher calibration

- Harder to achieve
- Fewer parents agreed to these items



Lower calibration

- Easier to achieve
- More parents agreed to these items

Item Calibration	Item <i>Over the past year, Early Intervention services have helped me and/or my family:</i>
678	1. participate in typical activities for children and families in the community.
656	2. know about services in the community.
640	3. know where to go for help and support to meet my family's needs.
625	4. keep up friendships for my child and family.
609	5. know where to go for help and support to meet my child's needs.
584	6. be more effective in managing my child's behavior.
576	7. make changes in our family routines that will benefit my child with special needs.
576	8. do activities that are good for my child even in times of stress.
570	9. improve my family's quality of life.
565	10. feel that I can get the services and supports that my child and family need.
563	11. get services that my child and family need.
562	12. feel that my family will be accepted and welcomed in the community.
559	13. feel more confident in my skills as a parent.
559	14. feel that my child will be accepted and welcomed in the community.
556	15. communicate more effectively with people who work with my child and my family.
553	16. understand how the early intervention system works.
545	17. understand the roles and responsibilities of the people who work with my child.
539	18. know about my child's and family's rights concerning early intervention services.
534	19. be able to evaluate how much progress my child is making.
516	20. understand my child's special needs.
498	21. feel that my efforts are helping my child.
498	22. do things with and for my child that are good for my child's development.

Each parent respondent gets a
Score

Higher score (620): parent *strongly* agrees with nearly all items



Lower score (510): parent agrees with few items

Setting the target for family outcomes

Michigan adopted NCSEAM’s recommendation to use the three standards to determine *Impact on Family*.

The *target* is the percent (%) of parents with Scores at or above each of the standards.

53.4% Communicate children’s need

4B

556

58.4% Know their rights

4A

539

77.4% Help children develop and learn

4C

516

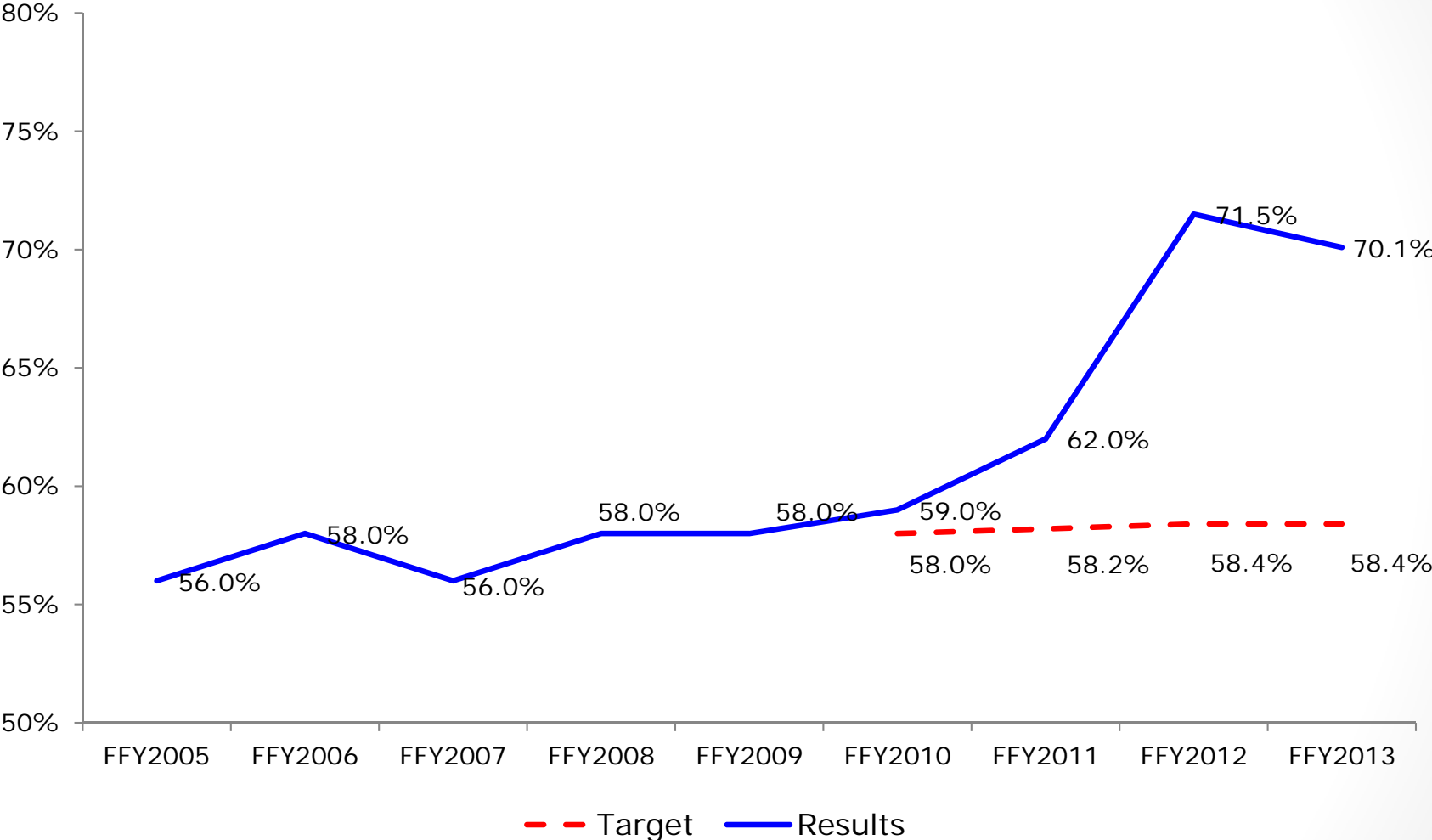
Item Calibration	Item
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FFY2013 Targets and Results

<i>Percent of parents with Scores at or above the standard determines if indicator is met.</i>	Target	Results	Target Met?
4A: Know their rights 539	58.4%	70.1%	Yes
4B: Effectively communicate children's needs 556 – higher calibration, lower percent of parents meeting this standard	53.4%	64.0%	Yes
4C: Help children develop and learn 516	77.4%	84.4%	Yes

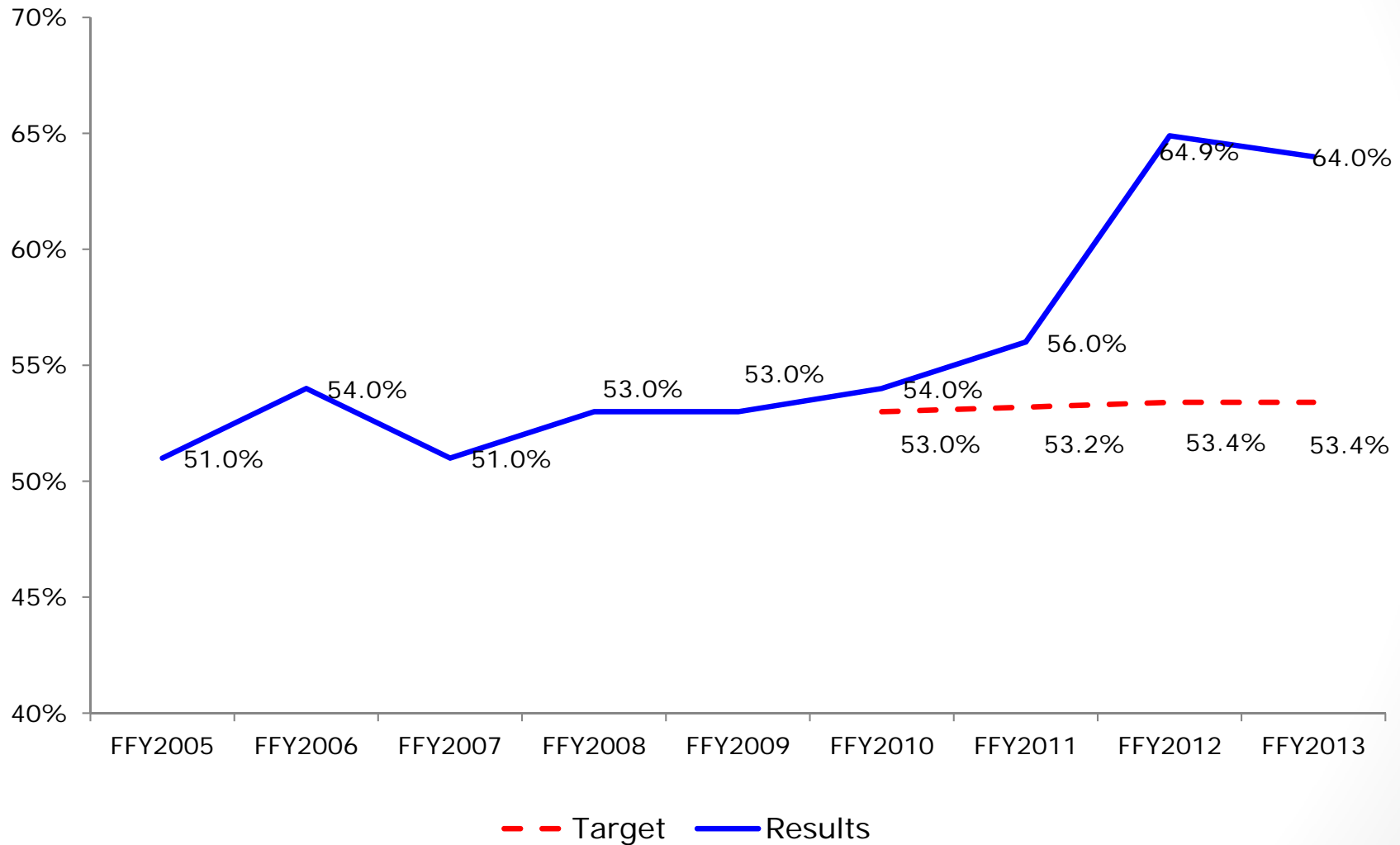
Targets and Results Across Years

A: know their rights



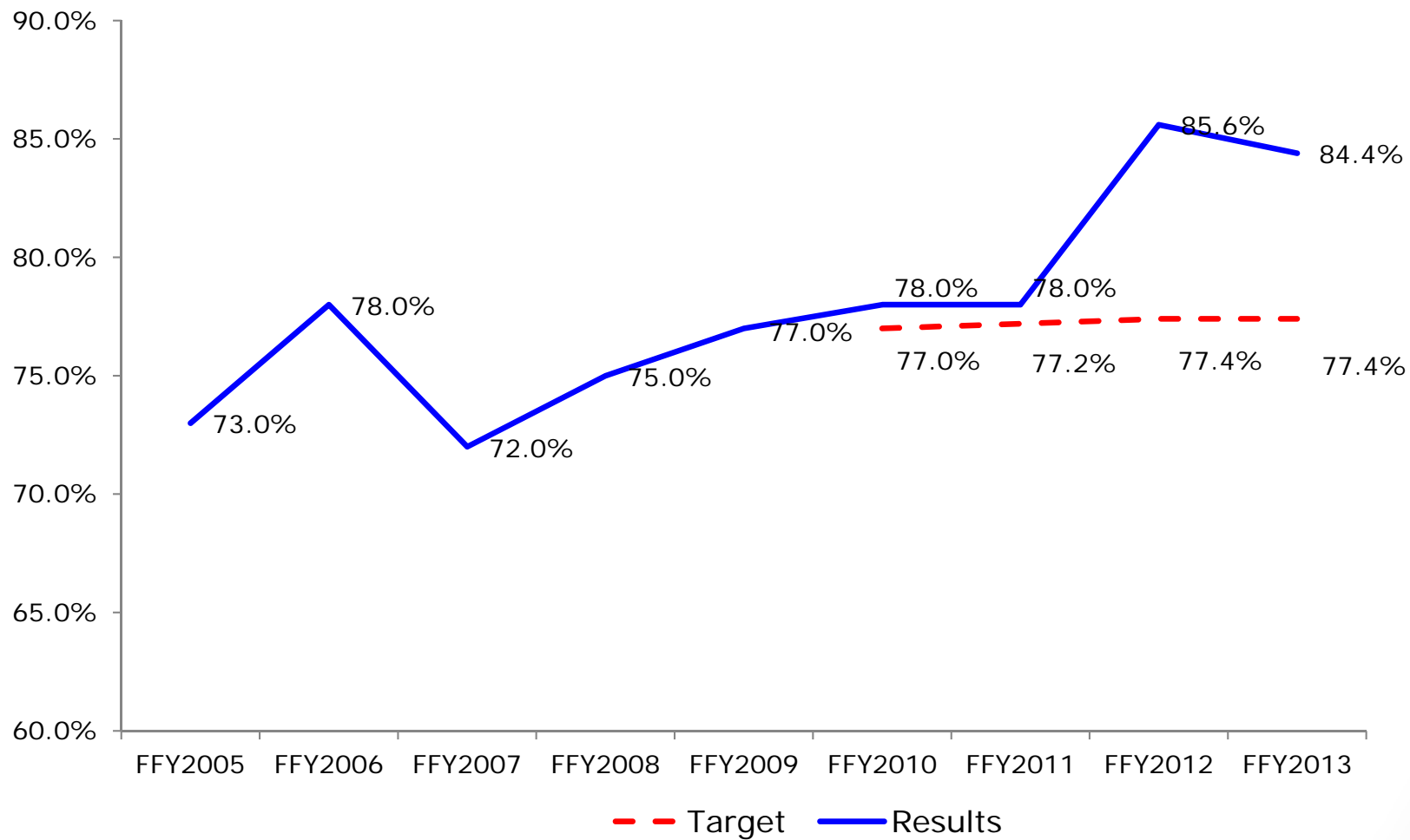
Targets and Results Across Years

B: effectively communicate children's needs



Targets and Results Across Years

C: help children develop and learn



Why the huge leap in FFY2012 (Summer 2013 survey)?

- Parents of African-American and Asian children had statistically significantly higher Rasch scores (higher level of agreement on 22 items) compared to FFY2011.
- Parents of children eligible for Part C only had significantly higher scores compared to FFY2011.
- Significantly more parents indicated agreement on the top five items with the highest calibrations.

Other thoughts?

Item Calibration	Item <i>Over the past year, Early Intervention services have helped me and/or my family:</i>	FFY2011 (2012 survey)	FFY2012 (2013 survey)
678	1. participate in typical activities for children and families in the community .	70%	87%
656	2. know about services in the community .	80%	90%
640	3. know where to go for help and support to meet my <u>family's</u> needs.	80%	86%
625	4. keep up friendships for my child and family.	79%	85%
609	5. know where to go for help and support to meet my <u>child's</u> needs.	85%	90%

Using the results

How can Michigan improve the percent of parents meeting each of the three standards?

Increase scores by getting more parents to agree with items that have higher calibrations.

Michigan SPP Improvement Activities (past and current)*

Learn from ISDs that are meeting targets to understand why and how to help other ISDs improve Family Outcomes.

See slide 44: suggestions from service areas

Explore the **relationship** Service Coordination has on Family Outcomes.

See slide 45 : recommended practices for practitioners

Explore and identify **additional sources of Early On data** related to Family Outcomes.

See slide 46-48: family impact results matter by ethnicity and eligibility

See slide 49-50: other indicator results or reports by service area

Improvement activities suggested by *service areas* in recent years

- Linking families to local agencies and foundations that are associated with their children's disabilities.
- Train service providers about the informational family handouts.
- Check how providers are using/distributing handouts at quarterly meetings.
- Follow-up with families to make sure they understood materials and answer questions.
- Use terms in family survey in all formal meetings with families to help them get familiar with these terms and understand how it affects their families.

1. participate in typical activities for children and families in the community.
2. know about services in the community
3. know where to go for help and support to meet my family's needs.
5. know where to go for help and support to meet my child's needs.

16. understand how the early intervention system works.
17. understand the roles and responsibilities of the people who work with my child.
18. know about my child's and family's rights concerning early intervention services.
20. understand my child's special needs.

Other ideas?

Recommended family practices for *practitioners*

The Division for Early Childhood of the Council for Exceptional Children*

“Build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.

Provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.

Work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals

Inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.”

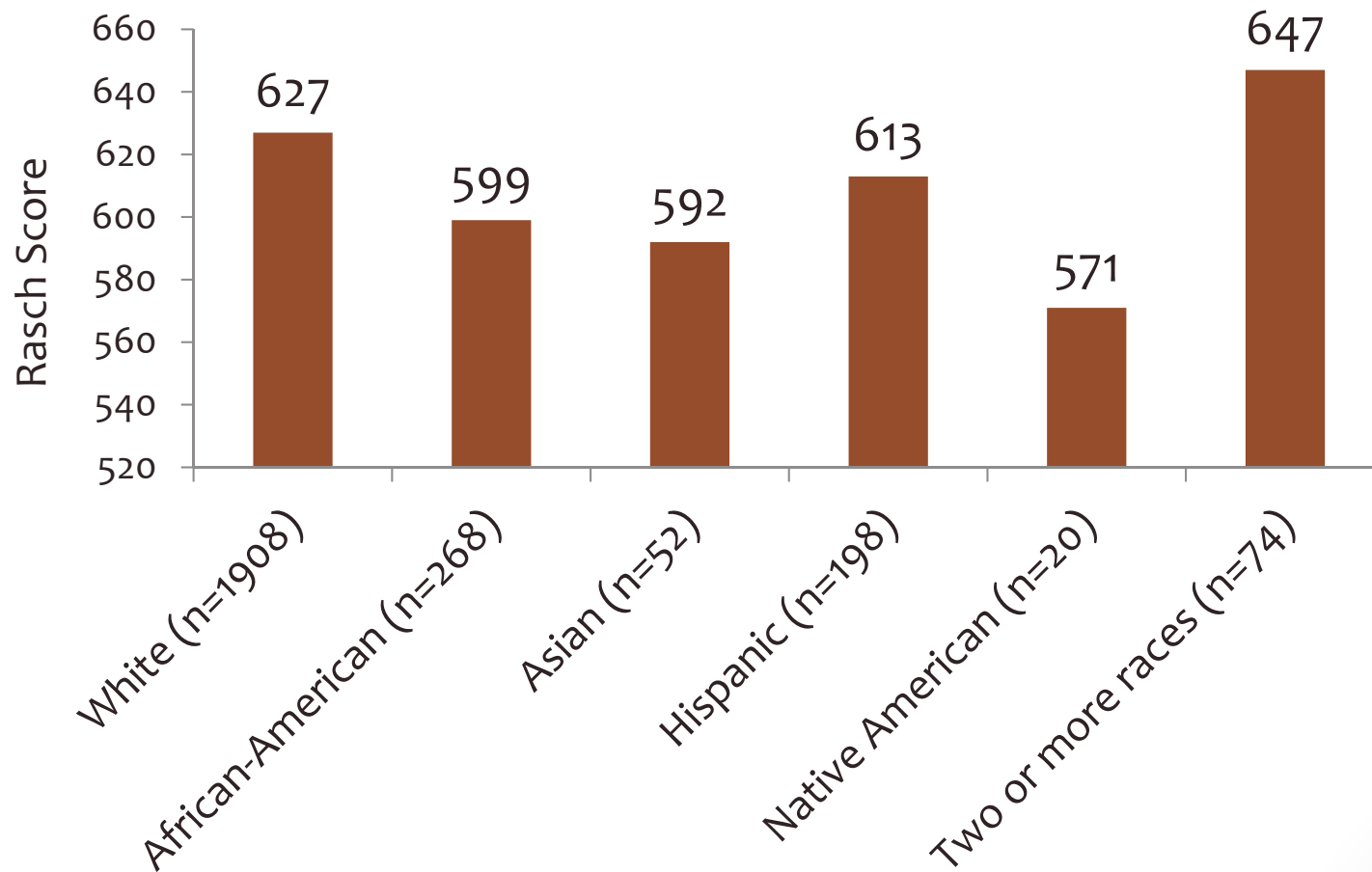
2014 Statewide survey results differed by Ethnicity and by Child Eligibility

White parents reported statistically significantly higher family impact (Rasch Score) than African-American parents ($p < .05$).

Parents of children eligible for Michigan Mandatory Special Education (MMSE) reported statistically significant higher family impact than parents of children eligible for Part C only.

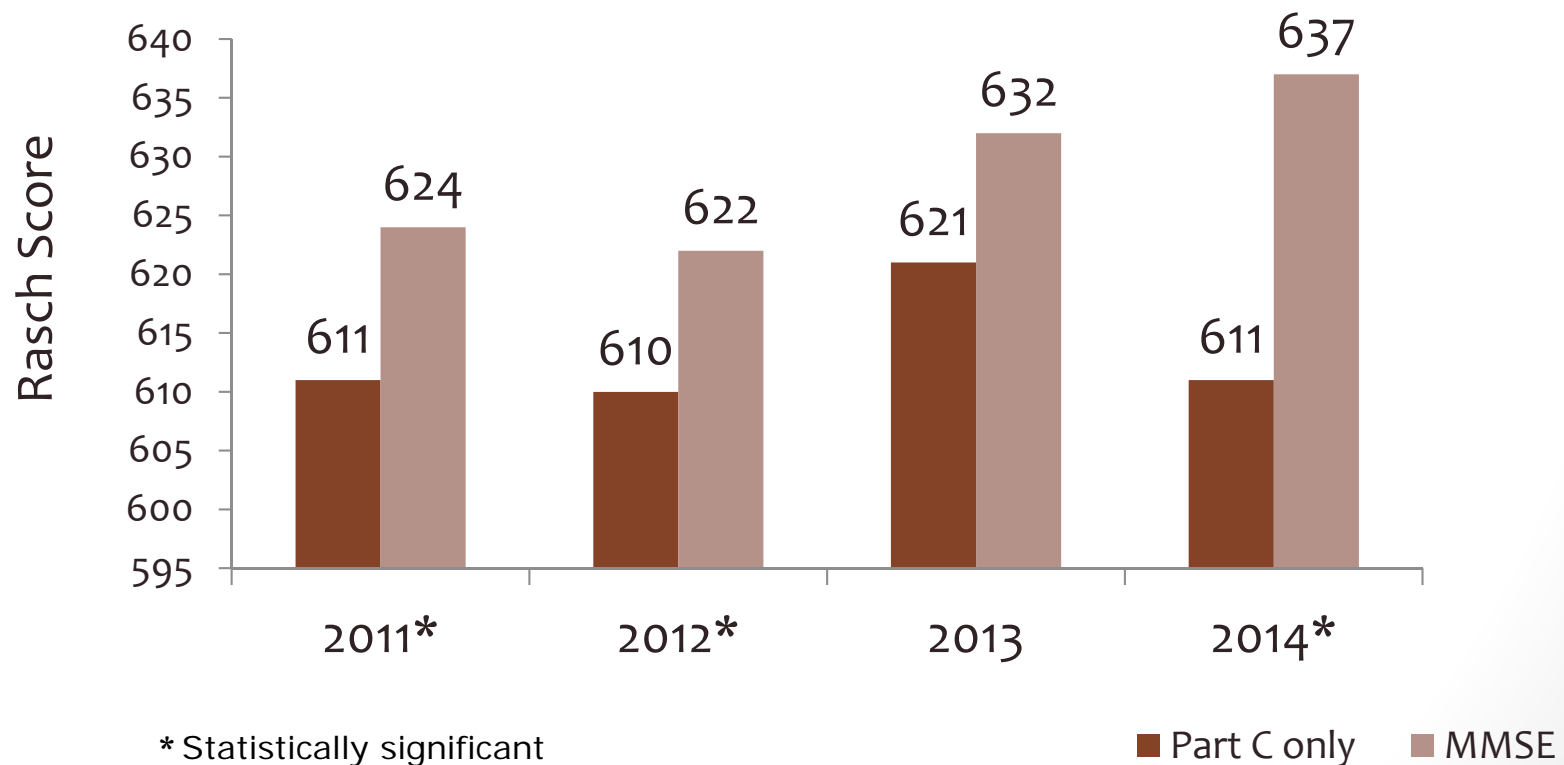
Results by Respondents' Ethnicity (FFY2013, 2014 survey)

- White parents reported significantly higher family impact (Rasch Score) than African-American parents ($p < .05$).



Results by Children's Eligibility (Across Years)

- Parents of children eligible for Michigan Mandatory Special Education (MMSE) reported higher family impact than parents of children eligible for Part C only; the difference was statistically significant for most years.



FYI: other indicator results by service area

<https://www.mischooldata.org/SpecialEducationEarlyOn/AnnualPublicReporting/AnnualPublicReportingSummary.aspx>

Click on this link to:

[Download Early On \(Part C\) Public Report Spreadsheet](#)

Excel worksheet displays results for the following indicators across years, and target status (met or unmet), for most recent reported data:

- Indicator 1: timely services
- Indicator 2: natural environments
- Indicator 3: child outcomes
- **Indicator 4: family outcomes**
- Indicators 5 and 6: child find
- Indicator 7: timeliness of IFSP
- Indicator 8: transition

FYI: *Early On* family survey service area summary profile data report

WSU sends to each local EO Coordinator a service area-specific report that includes:

- Background on indicator 4 key concepts and measurement;
- Comparison between statewide and service area on:
 - all 22 items of the family impact scale, across the last five years;
 - response rates; and
 - indicator 4 results.

Item Calibration	Item Over the past year, <i>Early On</i> services have helped me and/ or my family:	Service Area					Statewide				
		2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
559	Feel that my child will be accepted and welcomed in the community.	93.1%	91.3%	96.1%	95.1%	93.0%	92.9%	93.0%	93.1%	94.5%	93.5%
556 SPP 4-B >>	Communicate more effectively with the people who work with my child and family.	94.1%	90.1%	93.4%	89.9%	91.8%	91.2%	91.4%	91.1%	92.2%	91.1%
553	Understand how the Early Intervention system works.	92.1%	92.8%	91.6%	95.2%	91.5%	92.4%	93.5%	92.7%	93.9%	93.4%
546	Understand the roles of the people who work with my child and family.	93.6%	90.3%	95.6%	92.5%	96.0%	92.0%	93.3%	93.4%	94.1%	93.8%
539 SPP 4-A >>	Know about my child's and family's rights concerning Early Intervention services.	92.2%	85.1%	93.2%	92.2%	93.5%	92.8%	92.7%	93.9%	93.5%	93.4%
534	Be able to evaluate how much progress my child is making.	94.7%	92.8%	97.9%	95.3%	92.5%	93.6%	94.0%	94.3%	94.2%	93.5%
516 SPP 4-C >>	Understand my child's special needs.	96.6%	92.1%	98.7%	98.3%	96.0%	93.9%	93.8%	94.9%	94.4%	93.9%
498	Feel that my efforts are helping my child.	98.1%	95.1%	98.3%	98.7%	97.5%	96.0%	96.5%	96.6%	96.2%	95.8%
498	Do things with and for my child that are good for my child's development.	97.6%	97.1%	98.3%	98.7%	98.0%	95.8%	96.4%	96.5%	96.1%	96.4%

The Research Team



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Protecting Privacy and Confidentiality

- Human Investigation Committee (HIC)
 - WSU operates its human participant research programs under a Federal Wide Assurance (FWA) with the Department of Health and Human Services.
 - In accordance with this FWA, the HIC is the primary Institutional Review Board (IRB) for WSU.
 - The HIC reviews all research methodology and protocol to ensure that it is in compliance with all federal laws regarding protecting the privacy and information of research participants.
- The Family Survey is HIC approved, an assurance that WSU:
 - Is in compliance with all **federal laws**.
 - Respects the rights and privacy of research participants.

Protecting Privacy and Confidentiality

In order to keep the *Early On* Family Survey in line with best research practices, there are certain aspects of the survey process that local *Early On* Coordinators and other personnel cannot do as part of the survey. Below are activities that local *Early On* Coordinators and other personnel should not participate in.

- In order to maintain the privacy of children and parents, *Early On* Coordinators and other personnel cannot have access to any of our identifying parent data, including specific information about which parents have and have not completed the survey.
- To maintain research standards, *Early On* Coordinators and other personnel cannot present to parents that participation in the survey is mandatory.
- To ensure uniformity across service areas, if *Early On* personnel are to contact parents directly, they are to follow a consistent script provided by Wayne State University.
- To ensure that each parent receives the appropriate survey with his/her child's unique code identifier, *Early On* personnel cannot provide parents with copies of the survey or distribute the surveys on their own. If a parent requests a survey from an *Early On* Coordinator or other personnel, please refer the parent to our toll-free number (1-800-363-7987).
- In order to abide by university research requirements, *Early On* Coordinators and other personnel can have no contact with completed surveys. *Early On* personnel should not collect completed copies of the survey and send them back to Wayne State University.

Protecting Privacy and Confidentiality

The Family Survey is Voluntary and Confidential

Participation is purely voluntary. Families do not have to complete the questionnaire. Even if they choose to participate, they do not have to answer questions they feel are too sensitive or personal, or those that do not apply to them.

A pre-questionnaire notice is mailed out to all families. It gives families a chance to let the evaluation team know if they do not want to participate.

Answers are completely confidential. No individual results will be reported. All information collected will be reported as group results. Names of respondents will NOT be given to anyone.

Increasing response rates

Some service areas in past years have used the approaches listed below to increase their response rates:

- *Early On* Coordinators can send out a general letter to all parents with children receiving *Early On* services to inform them of the upcoming survey. This letter should be based on a template provided by the researchers at Wayne State University.
- Service coordinators in some service areas take the time to assure the family that the questionnaire is in no way linked to a government agency so that fear of the “survey” is reduced. They take the time to explain to parents what the questionnaire is used for and why it is important. This is done during regular sessions so that no extra time is scheduled.
- *Early On* Coordinators can send out a follow-up letter to all parents encouraging them to return the survey. This letter will also tell parents that they may request a new survey or request instructions for how to complete the survey over the phone by calling our toll-free number. This letter should be based on a template provided by researchers at Wayne State University.
- Provide transportation to and provide childcare at the ISD for families without telephones. Evaluation staff can then coordinate with *Early On* staff to schedule interviews with families by phone.

Secured Data

Consistent with HIC-Approved Research Protocol:

- All research staff involved in data collection completed HIC training.
- All electronic data are stored on a secured server, accessed by locked, password protected computers, which are kept in locking offices.
- All paper surveys are secured in locked cabinets in locking offices.