

Parent Satisfaction Survey of the Infant and Toddler Program at the Experimental Education
Unit

Stefanie Stadnicki

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Committee:

Susan Sandall

Ilene Shwartz

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INTRODUCTION

In birth to three programs, as in many other educational programs, the involvement of the family has been linked to better outcomes for the students. Parent participation and satisfaction in education has thus become a topic for discussion among early childhood educators and service providers. This has led to a consumer based early intervention model in which parents are the “customers” of early intervention, who must be satisfied. By looking at parents as a consumer group, programs can be more aware of trends in their desires and wishes (Westling, 1997). For the past two decades the assessment of parent satisfaction and program perceptions has been a widely recognized means of evaluating early childhood education programs.

Although parent involvement is linked with higher success rates, it is not necessarily linked with higher rates of satisfaction. In 1985, Leyser found that despite low involvement in their child’s program, parents were highly satisfied with the way their children were being served. It is possible that these effects were reciprocal in that parent satisfaction with the program led to a lower need for parent involvement, ie. parents that were satisfied with a program did not feel the need to involve themselves in it.

A large number of studies were conducted in the late 1980s and early 1990s in response to the implementation of PL 99-457, which was enacted in 1986. This law had stipulations for several provisions of family-centered services, including identification of parent concerns, priorities and resources, development of Individualized Family Service Plans (IFSPs), and coordination of services. Studies done during this time found generally high rates of parent satisfaction in special education programs. Specifically, one study in Colorado surveyed 290 parents and found that parents and professionals seemed positive about services, but had some concerns related to accessing services, IFSPs, and service coordination (Able-Boone, Goodwin,

Sandall, Gordon, & Martin, 1992). Another study found that parents of older students with severe and profound disabilities were highly satisfied with the school's teaching on the four domains of domestic living, vocational, leisure-recreational, and community functioning (Epps & Myers, 1989). Leyser showed similar results shortly after the law was passed, conducting a study which found that a large majority of parents expressed satisfaction over the services that their child received in their special education program and from related service providers (Leyser, 1988). One study showed that although parents were reluctant and worried over enrolling their students into an early intervention program, they were satisfied once they were in one (Calhoun, Calhoun, & Rose, 1989). More recent studies have continued to find that parents are moderately or highly satisfied with communication and quality of services in their child's education program (Spann, Kohler, & Soenksen, 2003).

Several studies have also been done which compare the experiences of families of students with autism to families of students with other disabilities. One comparison study found that although families of students with autism and families of students with Down Syndrome both reported that only one third of their families' important needs were met in their service delivery program, parents of students with autism were more likely to be dissatisfied with their program (Siklos & Kerns, 2006). Another study on health services among families of children with special health care needs found that parents of students with autism reported more dissatisfaction with school and community health services than parents of children with other special health care needs (Montes, Halterman, & Magyar, 2009). In contrast, Bitterman, Saley, Misra, Carlson, & Markowitz (2008) found that parents of students with autism spectrum disorder were not more dissatisfied with services, programs, or teachers than parents of students with other disabilities. These findings have led to a focus on satisfaction of families in different

disability groups and a differentiation of services among different family groups. One study, which focused on families of a child with autism spectrum disorder, found that these families received a higher amount of services than families of children with other disabilities, yet still felt themselves in need of higher rates of communication with service agencies and community resources such as respite care and mobile therapy (Kohler, 1999).

Comparisons have also been done among age groups. Family-focused service seems to be higher in birth to three programs than during preschool years, though family needs for more resources in identifying community resources and programs to assist in their child's care remain the same (Mahoney, O'Sullivan, & Dennebaum, 1990). A national study of families of children with disabilities found higher rates of satisfaction among families of younger children, though 83% of families overall were satisfied with the educational services their child received (Leiter & Krauss, 2004).

Some factors that have led to higher rates of satisfaction are program support during transitional times (Hamblin-Wilson & Thurman, 1990) and high levels of personal support and strong relationships with service providers (McWilliam, Lang, Vandiviere, Angell, Collins, & Underdown, 1995). These may be factors of a higher overall quality of program, and thus higher satisfaction rates, or they may be indicators of higher parent involvement.

In addition to satisfaction with their child's program, many studies have examined where families still have need of services. D'Amato and Yoshida (1991) found that parental need for information was ongoing in an early childhood program, but reported no differences in needs between similarly aged children with and without disabilities. A more recent study found that family needs in one program could be predicted by the age of the child in the program. A higher need for more resources was reported among families with younger, preschool aged children

than of families with older, elementary school aged children (Ellis, Luiselli, Amirault, Byrne, O'Malley-Cannon, Taras, Wolongevicz, & Sisson, 2002).

A review of several of these studies and others was conducted by Westling in 1996. The author looked at both parent satisfaction ratings and families' needs for services. Data from the twenty five studies reviewed showed that parents had an overall positive satisfaction rating with services their child received, though their need for information on various topics including placement, parent groups, related services, and best practices was not being met.

The current study is designed to support and extend current research on parent satisfaction in early childhood education programs. This will be done by evaluating parent satisfaction in their child's birth to three program, then comparing responses among different family groups. In addition to comparisons between families of children with autism and families of children with other developmental disabilities, comparisons will also be made between families of children who are typically developing and families who are on IFSPs. For the purpose of this study, there were four main research questions that were being asked: 1) Are parents satisfied with their experiences with the Infant and Toddler Program at the Experimental Education Unit; 2) In what areas are parents unsatisfied with the Infant and Toddler Program at the Experimental Education Unit?; 3) In what areas do parents feel they still have need of supports and services?; and 4) What, if any, differences are there between: families of typically developing children and families on IFSPs and families of children with autism and families of children with other disabilities?

METHOD

Participants and Setting

Participants were 49 families of birth to 3-year old children. This number represents 70% of the 71 families who received surveys. One individual transitioned out of the program during the survey period prior to returning her survey, thus her survey was not accounted for in calculating the response rate. Individualized response rates for each group of families can be found in Table 1. All participants were recruited through the classroom they were enrolled in the Infant and Toddler Program (ITP) in the Experimental Education Unit (EEU). Participants were in eight different classes across two different classrooms. No demographic information on participants was collected. However, known demographic information of the school indicates that there is a high median socioeconomic status level, with a low number of families on Medicaid.

Table 1: Response Rates Among Individual Family Groups			
Families of Children who are Typically Developing	Families of Children on IFSPs	Families of Children with Other Developmental Delays	Families of Children with Autism
76.3%	62.5%	57.7%	83.3%

Description of Survey Instrument

The survey instrument was a two-part survey developed strongly based on two other surveys found during a review of the literature. The first part was a parent satisfaction survey based on the Project Dakota Parent Satisfaction Survey (1989). The second part was based on the Family Needs Survey (Bailey, 1988; Bailey & Blasco, 1990; Baily, Blasco, & Simconsson, 1992). Two forms of the survey were developed: Form A for children of families with IFSPs and Form B for families of children who were typically developing. Statements from the two surveys

were modified or eliminated based on whether or not the family had an IFSP. Some statements were also modified to reflect more modern language.

The first part of the survey contained 42 statements for families with IFSPs and 41 statements for families of typically developing children across the following 5 sections:

Program and Staff Responsiveness (15 statements)

In this section parents were asked about their experiences about the staff and the program as a whole. This was the largest section of the survey and included statements like “The staff listens to and responds to my concerns, questions, and ideas” and “I am satisfied with my child’s progress since beginning this program.”

Growth in Knowledge and Skills for Helping Your Child (10 statements Form A, 9 statements Form B)

This section dealt with knowledge of the parents’ child and skills for helping their child. Statements were related to the child’s growth, development, and learning and included “I know what my child needs to learn” and “I have learned about helping my child.” The extra statement for families on IFSPs was “I have a clearer picture of my child’s special needs at this time.”

Growth in Understanding Behavior (3 statements)

This section dealt purely with behavior and influences on behavior and was one of the shortest in the survey. Statements included “I know more ways to deal with problem behaviors.”

Utilization of Community Resources (7 statements)

In this section parents were asked how the program connected them to resources, services, and other families, both resources in the school system and resources outside of it. Statements included “I know more about community agencies, services, and programs that can help my child or my family” and “I am able to connect with other families and parents in the community.”

Building a Support System (7 statements)

This section involved statements on the support system that parents had in place. Supports discussed were both intra- and extra-family. Statements in this section included “I have gotten support from other parents” and “My partner/My family are more involved in my child’s learning.”

The second part of the survey contained 35 statements for families with IFSPs across 7 sections and 27 statements across 6 sections for families of typically developing children. The sections in part II are as follows:

Information (7 statements Form A, 6 statements Form B)

This section is all about information in child development, learning, behavior, and services. Statements included “I still need resources in how to play or talk with my child” and “I still need resources in how children grow and develop.” The extra statement in the survey for families with IFSPs was “I still need resources in information about any condition or disability my child might have.”

Family & Social Support (8 statements Form A, 7 statements Form B)

The statements in this section reflected intra- and extra-familial forms of support. Statements included “I still need resources in finding more time for myself” and “I still need resources in deciding on and doing family recreational activities.” The extra statement for families on IFSPs was “I still need resources in helping my spouse/my partner accept any condition our child might have.”

Financial (6 statements Form A, 5 statements Form B)

In this section, parents were asked to rate their need for financial and financial related resources. Statements included “I still need resources in counseling or help in getting a job” and “I still need resources in paying for babysitting or respite care”. The extra statement for families on IFSPs was “I still need resources in getting any special equipment my child needs.”

Explaining to Others (5 statements, Form A only)

This section of the survey was only on the form that went to families on IFSPs. This section deals with resources in explaining a child’s disability to others and includes statements like “I still need resources in explaining my child’s condition to my parents or my spouse’s/partner’s parents” and “I still need resources in explaining my child’s condition to other children.”

Child Care (3 statements)

In this section, parents were asked rate their need for resources in child care. Statements discussed locating babysitters and child care programs or preschools.

Outside Support (3 statements)

This section dealt with sources of support outside of the family and their community. Statements dealt with meeting with individuals for support, such as religious leaders, counselors, and therapists.

Community Services (3 statements)

In this final section of the survey, parents were asked to rate their need for resources in services, such as a doctor or a dentist, for their child. They were also asked about the need for meeting with other families in the community.

Parents were asked in this section to review their own experiences with the staff in their child's classroom, as well as their experiences with the program as a whole.

In each section of the survey parents were asked to respond based on a four point Likert scale where 4 was the highest possible rating (Strongly Agree) and 1 was the lowest possible rating (Strongly Disagree). The first half also included a comments space after each section (if parents marked "disagree" or "strongly disagree") while the second half had a comments section at the end. The survey ended with a comments section eliciting any "additional comments, concerns, or suggestions" the parents had to offer. A copy of the two survey forms can be found in Appendix A.

Procedures

A five part survey method as outlined in Dillman (2007) was employed to examine parent satisfaction with the Infant and Toddler Program as well as to determine family needs for

services. All families were recruited on a volunteer basis through letters received through their Infant and Toddler classroom. All families received an initial contact letter informing them that they would be receiving a survey one week before the survey was sent out. The survey was delivered to classrooms with another, more detailed contact letter. A week later, a brief follow up was sent. A week after that, replacement surveys with another contact letter were sent home. A final follow up letter was sent home five weeks after the initial contact. A timeline for these events can be found in Table 2. Survey contacts and follow ups can be found in Appendix B.

Contacts were sent home in children's folders with no envelope. Surveys were sent home in a 9"x12" envelope with a second 9"x12" envelope marked "Return Envelope" enclosed. This was to ensure both that the surveys and their contact letters would remain together and that confidentiality of the participants would be maintained. Survey envelopes were marked with the child's first name and last initial (eg., John D.) for ease of filing by infant and toddler staff. Return envelopes had no names.

Table 2: Survey Timeline	
Initial Contact	Week of April 2 nd
Survey	Week of April 9 th
First Follow Up	Week of April 23 rd
Replacement Survey	Week of April 30 th
Final Contact	Week of May 7 th

RESULTS

Results were analyzed dichotomously and are presented for each section of the survey in the following sections. Full, individual response rates are available in Appendix C.

Part I--Program Evaluation

In the first part of the survey, agree scores (3 or 4) indicate that families are satisfied with this area of the program. A higher percentage indicates a higher satisfaction rate. Results for the five sections are as follows:

Section I--Program and staff responsiveness

The ratings of the parents for program satisfaction and staff responsiveness are presented in Table 3. Parents were highly satisfied with the program and the staff, with nearly 100% agreeing with the statements in this section. Highest ratings were in the area of staff responsiveness while the few lower ratings occurred on program statements such as understanding the curriculum and help fitting into the family's time. Parent comments in this section generally agreed with the quantitative ratings with comments like "all staff are very involved", "great setup", and "the staff is amazing and very inclusive" from parents of children who were typically developing. Although families on IFSPs also rated the program and staff highly, their comments were negative and included:

-“Even though I am extremely happy with the support my child gets and I love the staff, twice a week for 90 minutes is not conducive to family routines & structure.”

-“Expecting my special needs child to transition to SPS at age 3 is an unacceptable, disheartening experience for our family.”

-“I only recently discovered that my child will have to exit the program when he turns 3. I thought he would get to finish the school year.”

Table 3: Program and Staff Responsiveness				
<u>Section I: Program and Staff Responsiveness</u> (Percent that agree or found not applicable)	Typically Developing N=29	IFSP N=20	Other Developmental Delays N=15	Autism N=5
The staff listens to and responds to my concerns, questions, and ideas.	100%	100%	100%	100%
In my meetings with staff (for testing, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	100%	100%	100%	100%
Although one staff member is the lead teacher of my child's classroom, I feel that we receive the expertise of other staff.	100%	100%	100%	100%
The staff gives me information that is clear and useful to me.	100%	100%	100%	100%
There is enough staff in my child's classroom for the number of children in the classroom.	100%	100%	100%	100%
I feel the program for my child includes what is important to me.	97%	100%	100%	100%
My child's program meets my child's needs.	100%	100%	100%	100%
I understand the curriculum that is being used in my child's classroom.	100%	90%	87%	100%
The curriculum in my child's classroom includes activities that are appropriate for my child.	100%	100%	100%	100%
The setup of my child's classroom includes toys, activities, and areas that are appropriate for my child.	100%	100%	100%	100%
The help my child is getting is based on his or her individual needs.	100%	100%	100%	100%
I am satisfied with my child's progress since beginning this program.	100%	100%	100%	100%
The help I get fits into our family routines and activities.	97%	90%	87%	100%
The staff respects the limits my family puts on our time and energy for our child's program.	100%	100%	100%	100%
I am informed of a variety of choices for how my child could be served.	100%	90%	87%	100%

Section II--Growth in knowledge and skills for helping your child

The results for section II are presented in Table 4. Overall, satisfaction still remains above 75% across the board. The highest rated statement in this section was “I feel satisfied that my child’s strengths are being discussed.” The lowest rated statement was “I enjoy my child more”, which may be due to poor wording of the question. There is a visible difference in the response for that question between families with children who are developmentally delayed and families of children with autism. Comments in this section reflect the ratings and the possible poor wording of the question with statements like “I enjoy him the same”, “I already enjoyed my child a lot”, and “[Child’s name] is fun!”. Other comments reflect knowledge from the ITP with the following statements:

-“I don’t know all of the milestones my child is supposed to reach.”

-“[Child’s name] comes home from school with new songs and skills every week.”

Table 4: Growth in Knowledge and Skills for Helping your Child				
<u>Section II: Growth in Knowledge and Skills for helping your child</u> (Percent that agree or found not applicable)	Typically Developing N=29	IFSP N=20	Other Developmental Delays N=15	Autism N=5
I am more able to look at my child and see what he/she is learning to do.	100%	95%	93%	100%
I have learned about helping my child.	96%	95%	93%	100%
I enjoy my child more.	90%	85%	80%	100%
I know what my child needs to learn.	100%	90%	93%	80%
I am aware of how ordinary activities are part of my child’s learning and development.	100%	95%	93%	100%
I feel more confident about how my family and I are helping our child.	93%	100%	100%	100%
I am more aware of how to help my child’s development.	100%	95%	93%	100%
I have a clearer picture of my child’s special needs at this time.	N/A	90%	93%	80%
I feel satisfied that my child’s strengths are being discussed.	100%	100%	100%	100%

Table 4 Continued				
I know more about how to set goals and strategies for my child.	100%	95%	93%	100%

Section III--Growth in understanding behavior

Results on growth in understanding behavior are presented in Table 5. More differences between groups are noticeable in this section, with a large difference in satisfaction on the statement “I more strongly value my child spending time with children who have/don’t have developmental delays.” Similar to the previous section, this may be due to respondents already valuing their child spending time with other children who are different than they are. Comments somewhat reflect that with statements like:

- “I love having my daughter with all different types of kids.”
- “I enjoy the kids having ‘peer models’ in the classroom.”
- “My child is welcome to play with children of all skill levels.”
- “I already knew that I wanted my child around special needs & typical kids-no change.”
- “It is very important to our family that our children are around children with various needs and abilities.”

The lowest rated statement in this section regards problem behaviors. This reflects parent comments that they “haven’t learned any new strategies” or they learned them “only if I asked”.

Table 5: Growth in Understanding Behavior					
<u>Section III: Growth in Understanding Behavior</u>	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
I more strongly value my child spending time with children who have/don't have developmental delays.	100%	80%		80%	80%
I am more aware of my child's strengths.	100%	95%		93%	100%
I know more ways to deal with problem behaviors.	93%	85%		80%	100%

Section IV--Utilization of community resources

Results on the utilization of community resources are presented in table 6. The highest rated statement in this section is "I get help from staff when I want other programs or people to work with me, my child, or my family." The lowest rated statement is "I know more about community agencies, services, and programs that can help my child or my family." There are small differences between groups on this statement, with families of children with autism rating this statement higher than families of children with other developmental delays. Families of typically developing children also rated this statement higher than families with IFSPs. Parent comments in this section seem to support these ratings. Some of the more notable comments in this section were:

-“I am unaware of community resources at all. I don't know how the transition to preschool happens or when-only at the beginning of the school year? Automatically when they turn 3? If my children don't get into the EEU's preschool, how do I locate other preschools & their cost?”

-“It is great to have the staff willing and able to discuss progress and concerns after class. Wonderful to talk to other parents during class and see what has worked for them.”

Table 6: Utilization of Community Resources					
<u>Section IV: Utilization of Community Resources</u> (Percent that agree or found not applicable)	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
I know more about community agencies, services, and programs that can help my child or my family.	93%	85%		80%	100%
I get help from staff when I want other programs or people to work with me, my child, or my family.	97%	100%		100%	100%
I am able to connect with other families and parents in the community.	90%	95%		93%	100%
I now have contact with services and programs in the community that may help my child or my family.	90%	90%		87%	100%
I am satisfied with the communication between my child's team and community resource persons involved in my child's program.	93%	90%		87%	100%
I am able to get information that is important to the health and happiness of my family and child.	100%	95%		93%	100%
I feel confident that I have access to the information, resources, and supports I need to help my child.	90%	95%		93%	100%

Section V--Building a support system

Table 7 shows the results on building a support system. There were several visible differences between groups in this section. Most notable was that parents of families on IFSPs were more likely (95%) to agree to the statements “I have gotten support from other parents” and “I have more friends or older children helping me help my child” than families of typically developing children. Also of note is that all of the survey takers agreed with the statement “The staff is willing and able to help my family and friends when we have concerns or questions about my child.” There were several parent comments regarding support systems in this section. Some of the more salient are:

-“It is a wonderful community in the school. Love having the other parents to talk to. Love their feedback and advice on how to solve problems or concerns with child.”

-“The families I’ve gotten to know are wonderful and many of us talk about the issues we are dealing with with our children.”

Table 7: Building a Support System					
<u>Section V: Building a Support System</u> (Percent that agree or found not applicable)	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
My partner/my family are more involved in my child’s learning.	97%	100%		100%	100%
I have more friends or older children helping me help my child.	69%	80%		80%	80%
The staff helped the people I know be more caring and understanding of my child.	93%	90%		87%	100%
The staff helped me get to know other people who are caring and understanding.	86%	90%		87%	100%
I have gotten support from other parents.	79%	95%		93%	100%
I feel less alone as the parent of my child.	86%	80%		80%	80%
The staff is willing and able to help my family and friends when we have concerns or questions about my child.	100%	100%		100%	100%

Part II--Family Needs

In the second half of the survey, an agree score (3 or 4) means that this is an area of need.

Therefore, a higher percentage indicates a higher area of need for families. Results for the seven sections are as follows:

Section I--Information

Results on parent needs for information can be seen in Table 8. This section was overall a high need area, with an average of more than 50% of parents indicating that statements were areas of

need. The highest area of need was in “how to handle [children’s] behavior”. The lowest area of need was for “information about any condition or disability [a] child might have”. There were several differences between groups in this section. Families of children with autism were much more likely to want resources about how children grow and develop and about how to play or talk to their child than families children with other developmental delays. In fact, 100% of the families of a student with autism indicated a need for resources dealing with how to play or talk with their child. Another difference was that families with IFSPs were more likely to want resources about how to handle their child’s behavior than families of children who were typically developing. They were also more likely to want information about the services their child might need or receive in the future.

Table 8: Information					
<u>Section I: Information</u> (Percent that agree)	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
How children grow and develop.	41%	55%		53%	80%
How to play or talk with my child.	45%	50%		34%	100%
How to teach my child.	51%	55%		60%	80%
How to handle my child’s behavior.	58%	80%		80%	80%
Information about any condition or disability my child might have.	N/A	25%		20%	40%
Information about services that are presently available for my child.	42%	50%		53%	40%
Information about the services my child might need or receive in the future.	45%	70%		67%	80%

Section II--Family & social support

Parental needs for family and social support can be seen in Table 9. On average, around one third of respondents had need for additional resources in this area. The area of highest need was in

“finding more time for myself” while the area of lowest need was in “helping my spouse/partner accept any condition our child might have.” Despite the statement with the lowest area of need appearing only to families on an IFSP, none of those families indicated this as an area of need. Strong differences between groups were seen in the statements “deciding who will do household chores, child care, and other family tasks” and “finding more time for myself” Parents of children who were typically developing were 20% more likely to desire resources in deciding who will do household chores, child care, and other family tasks than families with an IFSP. Families of children with autism were more likely to want resources in finding more time for themselves than families of children with other developmental delays.

Table 9: Family and Social Support				
<u>Section II: Family & Social Support</u> (Percent that agree)	Typically Developing N=29	IFSP N=20	Other Developmental Delays N=15	Autism N=5
Talking with someone in my family about concerns.	24%	10%	0%	40%
Having friends to talk to.	34%	30%	33%	40%
Finding more time for myself.	58%	60%	53%	80%
Helping my spouse/my partner accept any condition our child might have.	N/A	0%	0%	0%
Helping our family discuss problems and reach solutions.	31%	30%	33%	20%
Helping our family support each other during difficult times.	42%	25%	20%	40%
Deciding who will do household chores, child care, and other family tasks.	31%	10%	7%	20%
Deciding on and doing family recreational activities.	27%	30%	33%	20%

Section III--Financial

Results on the need for financial resources can be seen in Table 10. This was a relatively low area of need for families. The statement with the lowest area of need was in counseling or help

getting a job, while the area of highest need was in paying for therapy, child care, or other services that a child needed. The major differences between groups in this section were that families of children with autism were more likely to desire resources in paying for expenses such as food, housing, medical care, clothing or transportation and in paying for therapy, child care, or other services their child needed than families of children with other developmental delays.

Table 10: Financial					
<u>Section III: Financial</u> (Percent that agree)	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
Paying for expenses such as food, housing, medical care, clothing, or transportation.	14%	20%		7%	60%
Getting any special equipment my child needs.	N/A	15%		13%	20%
Paying for [therapy,] child care, or other services my child needs.	21%	30%		14%	80%
Counseling or help in getting a job.	10%	0%		0%	0%
Paying for babysitting or respite care.	20%	15%		7%	40%
Paying for toys my child needs.	10%	15%		7%	40%

Section IV--Explaining to others

Results on explaining to others can be seen in Table 11. This section of the survey was only on the form given to families on IFSPs. This was an area of relatively low need with around 25% of families indicating a need for resources in this area. Some differences between groups were that families of children with autism were more likely to want resources in explaining their child's condition to other children than families of children with other developmental delays and that families of children with autism were more likely to want resources in knowing how to respond when friends, neighbors, or strangers ask questions about their child than families of children with other disabilities.

Table 11: Explaining to Others					
<u>Section IV: Explaining to Others</u> (Percent that agree)	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
Explaining my child's condition to my parents or my spouse's/partner's parents.	N/A	20%		13%	40%
Explaining my child's condition to his or her siblings.	N/A	20%		13%	40%
Knowing how to respond when friends, neighbors, or strangers ask questions about my child.	N/A	30%		20%	60%
Explaining my child's condition to other children.	N/A	35%		20%	80%
Finding reading material about other families who have a child like mine.	N/A	15%		13%	20%

Section V--Child care

Results on the need for resources in child care can be seen in Table 12. This was an area of moderate need for families, with around 40% asking for additional resources. Locating babysitters or respite care providers and child care or preschool programs were both areas of need across family groups. Getting childcare during religious services was not an area of need for most families.

Table 12: Child Care					
<u>Section V: Child Care</u> (Percent that agree)	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
Locating babysitters or respite care providers who are willing and able to care for my child.	28%	45%		40%	60%
Locating a child care program or preschool for my child.	35%	40%		40%	40%
Getting appropriate care for my child in a church, synagogue, or other place of worship during religious services.	3%	5%		0%	20%

Section VI--Outside support

Results on the need for resources in outside support can be found in Table 13. This was an area of low need for families with only around 15% of families desiring resources in this area. No families need resources in meeting with a minister, priest, rabbi, or other religious leader.

Additionally, no families of children with autism required additional resources for any of these statements, yielding a difference between them and families of children with other developmental delays.

Table 13: Outside Support					
<u>Section VI: Outside Support</u> (Percent that agree)	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
Meeting with a minister, priest, rabbi, or other religious leader.	0%	0%		0%	0%
Meeting with a counselor, such as a psychologist, social worker, psychiatrist.	17%	10%		13%	0%
Getting more time to talk to my child’s teacher or therapist.	24%	15%		20%	0%

Section VII--Community services

Results for the need for resources in community services can be found in Table 14. This was an area of mixed need for families. Although around one third of families indicated a need for more resources in meeting and talking with other parents and families, few families indicated a need for locating a doctor or dentist who would serve their child. Families of children with autism were more likely to want resources in meeting and talking with other parents and families than families of children with other developmental delays.

Table 14: Community Services					
Section VII: Community Services (Percent that agree)	Typically Developing N=29	IFSP N=20		Other Developmental Delays N=15	Autism N=5
Meeting & talking with other parents and families in the community.	24%	35%		27%	60%
Locating a physician who understands me and my child's needs.	3%	5%		7%	0%
Locating a dentist who will see my child.	3%	0%		0%	0%

Other Comments

At the end of the survey there were several additional comments made by parents, most of them positive. Others reflected ratings and comments in previous sections. Some of the more salient comments were:

-“Sometimes I would like to hang out with other parents but just do not have enough time after work shift and house chores.”

-“I feel that the ITP is not as receptive to parents after filling out a huge parents evaluation at the beginning of the school year. They are very receptive when the parents initiate.”

-“Transition from ITP to Preschool. This process is not made clear and has been difficult to make decisions that best meets my child's needs.”

-“I love it here and think everyone does a wonderful job addressing any concerns, as well as being very supportive.”

-“I've been very pleased with the program and the teachers. My daughter seems happy in class and tells us a lot of things she has learned and experienced, as well as meeting new friends.”

-“We are bombarded with paper filled with great info that we're too tired to read. Also-email better. I'm too tired to take out the recycling! Many of the handouts could be handled as emails or blog posts. RSS feeds.”

-“We feel very fortunate to be at the EEU and although we don’t need lots of services, appreciate how well run the program is. Thank you!”

-“Very happy with EEU and its supportive staff. I do wish there was more info sent home re: how to help my child make progress.”

-“This program has been amazing. My child’s progress is substantial. I wish it didn’t have to end at the 3rd birthday!”

DISCUSSION

The primary results of this study may be described in four ways. First, parents are overall satisfied with their experiences at the Infant and Toddler Program at the Experimental Education Unit. Second, there are no areas where parents were unsatisfied (as defined by <50% of respondents being satisfied) with the program. Third, parents still feel the need for additional supports and services in several areas, most notably information, child care, and family and social support. Finally, there are differences between families of typically developing children and families on IFSPs, as well as differences between families of children with autism and families of children with other disabilities. These results are described in more detail as follows.

First, parents are, in general, highly satisfied with their experiences in the Infant and Toddler Program at the Experimental Education Unit. When looking at individualized results, there were no responses in the first part of the survey that were marked as strongly disagree. Additionally, for many statements 100% of respondents stated that they agreed or strongly agreed with the statement. This was especially noticeable in Section I of Part I where eleven out of fifteen statements were marked as agreed for all of the parents. Parent comments in this section, and at the end of the survey also indicate a satisfaction with the program.

In addition to being satisfied with the program as a whole, there were no areas where parents were dissatisfied with their experiences in the program. The lowest score for any statement was 69% (“I have more friends or older children helping me help my child.”) and is more likely to be a reflection of the question rather than a dissatisfaction of the program. Parents with good support systems in place already would disagree with this statement, skewing the results toward the negative. Additionally, 69% is still more than half the participants in the survey, indicating that the majority agreed and reflected positively on that statement. However,

comments indicate that some parents are dissatisfied with the transition process and how it is handled. One comment also indicated that the program did not fit well into their schedule, which was reflected by the rating for that statement.

Third, there are still several areas of need that parents identified for themselves. The strongest of these areas was information in general. Specifically, parents indicated a need for information on child development, teaching strategies, and strategies for managing problem behavior. This reflects comments from Part I in which parents stated that “I don’t know all of the milestones my child is supposed to reach” and “I haven’t learned any new strategies.” Another area of need was for family and social support. A highly rated item in this section was the statement “I still need more resources in finding more time for myself.” This may reflect on how difficult it can be to raise a child with special needs, as many parents feel uncomfortable leaving the child with a caregiver who may not be experienced in caring for children with special needs. This correlates with the need for finding babysitters or respite care providers as indicated in Section V of Part II.

The final research question regarded differences between the different family groups. Several differences were noted over the course of the study. Families with IFSPs overall had slightly lower satisfaction ratings with the program than parents of children who were typically developing. However, these families did report higher rates of connection to other families in the program. This may be due to the fact that families of children with special needs often tend to be highly involved in their child’s education and are therefore more likely to be observing the classroom, time permitting. This gives them the opportunity to connect more with each other. On the other hand, families of children with autism reported higher rates of satisfaction with the program than families of children with other developmental delays. This may be an artifact due

to low sample numbers or may be due to higher program involvement by families of children with autism. It also may be an effect of program focus, as two of the children who had autism were in the Baby DATA program, which is designed for children with autism spectrum disorder.

Differences among family groups were also observed in the second half of the survey. Although parents from all family groups indicated needs for resources in various areas, families on IFSPs had a higher overall rating of need for resources. This was particularly noticeable in the information section where families on IFSPs ranged from 5 to 25 percentage points higher than families of children who were typically developing. This may be due to the higher needs of families who have a child with special needs or may be due to a higher rate of involvement and interest by families with IFSPs. Families of children with autism also reported a higher overall percentage rating of need for resources, though this may also be due to an artifact of low sample size. Though percentages were higher in several areas, actual numbers of parents requesting more resources were lower due to the smaller sample size of families of children with autism.

Another aspect not addressed in the research questions was parent and staff response to the survey. Staff members in the infant and toddler classroom were very interested in the survey and the results. They felt that they could use this study to improve the quality of their service delivery. Parent response, as reported by the staff, was also positive. Many parents over the course of the survey picked up the survey at the beginning of their ITP class and filled it out during class so that it could be returned promptly. However, this could also be an indicator of parent flexibility as those parents with more flexible schedules who are able to stay during the ITP class may have been more likely to fill out and return the survey immediately than parents who took it home to complete. Additionally, it is likely that parents who filled out the survey

during class had a higher response rate period, as they were less likely to forget about or to disregard the survey.

Despite the positive results of the study, there are several limitations. Although there was a very high return rate for a survey, the results of this study must be considered limited due to the small sample size and the fact that a convenience sample was used. The Experimental Education Unit is a teacher training environment, and thus has high staff ratios and highly experienced and trained staff. The results of the survey here may not apply to other programs. Additionally, the Experimental Education Unit is very family oriented, having many parent activities and parent evenings where families can meet and get to know each other. Other programs may not have similar resources. Another limitation is the fact that the survey focused only on family self-reports. A survey or interview with survey providers might provide additional confirmation of parents' views or may offer other perspectives. As birth to three programs are highly collaborative, a multiple input survey may have served as a more reliable data source. Another limitation may be the survey itself. It is a self-reporting system, thus those parents who completed the survey may have different views than those parents who did not complete the survey. The length of the survey may also have proved a deterrent to some parents, especially for those with little time or those who do not stay to observe during the ITP program. These parents may have had different opinions of the program, but did not have time to fill out the survey. The survey was also offered only in English, though some of the families may not have had English as their primary or preferred language.

Disregarding the limitations of this study, the results provide a good picture of parent satisfaction and needs in this community. Continuing research in this area could survey demographic information and divide results by socioeconomic status (SES) or other variables. A

survey could also be conducted in other programs at the EEU, such as in the Project DATA, kindergarten, preschool, and ECEAP classrooms. These results could then be compared to each other to determine how satisfaction and needs vary by program. Surveys could also be done in other birth to three programs, such as Boyer Children's Clinic, Wonderland, and Little Red Schoolhouse to determine differences in satisfaction and needs between birth to three programs in the vicinity of Seattle.

Results from the current study could be used to improve individual program satisfaction. They could also be used to compare programs so that parents are aware of a program's satisfaction rating prior to choosing a program. Additionally, data from survey results could be used to improve policies regarding the transition from the birth to three program to preschool in Washington State.

Overall, this study was designed to examine parent satisfaction of the Infant and Toddler Program at the Experimental Education Unit and to determine the resource needs of families in this program. Results indicate that parents are satisfied with the program, but there are still some areas of need. Additionally, there are some differences in both satisfaction and areas of need between the family groups defined. These findings support previous research on the topic. Further research is still needed in this area in order to determine how best to ensure that families in different programs receive a high quality, early intervention program.

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Appendix A

Parent Survey (Form A)

Please read each statement and choose the rating that most closely matches your opinion or best completes the sentence prompt. Circle the number which corresponds to that rating. If a question does not apply to you, please circle N/A.

Part I: Program Evaluation

<u>Section I: Program and Staff Responsiveness</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The staff listens to and responds to my concerns, questions, and ideas.	1	2	3	4	N/A
In my meetings with staff (for testing, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	1	2	3	4	N/A
Although one staff member is the lead teacher of my child's classroom, I feel that we receive the expertise of other staff.	1	2	3	4	N/A
The staff gives me information that is clear and useful to me.	1	2	3	4	N/A
There is enough staff in my child's classroom for the number of children in the classroom.	1	2	3	4	N/A
I feel the program for my child includes what is important to me.	1	2	3	4	N/A
My child's program meets my child's needs.	1	2	3	4	N/A
I understand the curriculum that is being used in my child's classroom.	1	2	3	4	N/A

The curriculum in my child's classroom includes activities that are appropriate for my child.	1	2	3	4	N/A
The setup of my child's classroom includes toys, activities, and areas that are appropriate for my child.	1	2	3	4	N/A
The help my child is getting is based on his or her individual needs.	1	2	3	4	N/A
I am satisfied with my child's progress since beginning this program.	1	2	3	4	N/A
The help I get fits into our family routines and activities.	1	2	3	4	N/A
The staff respects the limits my family puts on our time and energy for our child's program.	1	2	3	4	N/A
I am informed of a variety of choices for how my child could be served.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as 'Strongly Disagree' or 'Disagree')

<u>Section II: Growth in Knowledge and Skills for helping your child</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Because of my participation with the Infant-Toddler Program...					
I am more able to look at my child and see what he/she is learning to do.	1	2	3	4	N/A

I have learned about helping my child.	1	2	3	4	N/A
I enjoy my child more.	1	2	3	4	N/A
I know what my child needs to learn.	1	2	3	4	N/A
I am aware of how ordinary activities are part of my child's learning and development.	1	2	3	4	N/A
I feel more confident about how my family and I are helping our child.	1	2	3	4	N/A
I am more aware of how to help my child's development.	1	2	3	4	N/A
I have a clearer picture of my child's special needs at this time.	1	2	3	4	N/A
I feel satisfied that my child's strengths are being discussed.	1	2	3	4	N/A
I know more about how to set goals and strategies for my child.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as 'Strongly Disagree' or 'Disagree')

<u>Section III: Growth in Understanding Behavior</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I more strongly value my child spending time with children who don't have developmental delays.	1	2	3	4	N/A
I am more aware of my child's strengths.	1	2	3	4	N/A

I know more ways to deal with problem behaviors.	1	2	3	4	N/A
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Comments: (please comment if you have checked any items as ‘Strongly Disagree’ or ‘Disagree’)

Section IV: Utilization of Community Resources Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I know more about community agencies, services, and programs that can help my child or my family.	1	2	3	4	N/A
I get help from staff when I want other programs or people to work with me, my child, or my family.	1	2	3	4	N/A
I am able to connect with other families and parents in the community.	1	2	3	4	N/A
I now have contact with services and programs in the community that may help my child or my family.	1	2	3	4	N/A
I am satisfied with the communication between my child’s team and community resource persons involved in my child’s program.	1	2	3	4	N/A
I am able to get information that is important to the health and happiness of my family and child.	1	2	3	4	N/A
I feel confident that I have access to the information, resources, and supports I need to help my child.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as ‘Strongly Disagree’ or ‘Disagree’)

Section V: Building a Support System Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My partner/my family are more involved in my child’s learning.	1	2	3	4	N/A
I have more friends or older children helping me help my child.	1	2	3	4	N/A
The staff helped the people I know be more caring and understanding of my child.	1	2	3	4	N/A
The staff helped me get to know other people who are caring and understanding.	1	2	3	4	N/A
I have gotten support from other parents.	1	2	3	4	N/A
I feel less alone as the parent of my child.	1	2	3	4	N/A
The staff is willing and able to help my family and friends when we have concerns or questions about my child.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as ‘Strongly Disagree’ or ‘Disagree’)

Part II---Family Needs

<u>Section I: Information</u> I still need resources in...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
How children grow and develop.	1	2	3	4	N/A
How to play or talk with my child.	1	2	3	4	N/A
How to teach my child.	1	2	3	4	N/A
How to handle my child’s behavior.	1	2	3	4	N/A
Information about any condition or disability my child might have.	1	2	3	4	N/A
Information about services that are presently available for my child.	1	2	3	4	N/A
Information about the services my child might need or receive in the future.	1	2	3	4	N/A

<u>Section II: Family & Social Support</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Talking with someone in my family about concerns.	1	2	3	4	N/A
Having friends to talk to.	1	2	3	4	N/A
Finding more time for myself.	1	2	3	4	N/A
Helping my spouse/my partner accept any condition our child might have.	1	2	3	4	N/A
Helping our family discuss problems and reach solutions.	1	2	3	4	N/A
Helping our family support each other during difficult times.	1	2	3	4	N/A
Deciding who will do household chores, child care, and other family tasks.	1	2	3	4	N/A
Deciding on and doing family recreational activities.	1	2	3	4	N/A

<u>Section III: Financial</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Paying for expenses such as food, housing, medical care, clothing, or transportation.	1	2	3	4	N/A
Getting any special equipment my child needs.	1	2	3	4	N/A
Paying for therapy, child care, or other services my child needs.	1	2	3	4	N/A

Counseling or help in getting a job.	1	2	3	4	N/A
Paying for babysitting or respite care.	1	2	3	4	N/A
Paying for toys my child needs.	1	2	3	4	N/A

<u>Section IV: Explaining to Others</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Explaining my child's condition to my parents or my spouse's/partner's parents.	1	2	3	4	N/A
Explaining my child's condition to his or her siblings.	1	2	3	4	N/A
Knowing how to respond when friends, neighbors, or strangers ask questions about my child.	1	2	3	4	N/A
Explaining my child's condition to other children.	1	2	3	4	N/A
Finding reading material about other families who have a child like mine.	1	2	3	4	N/A

<u>Section V: Child Care</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Locating babysitters or respite care providers who are willing and able to care for my child.	1	2	3	4	N/A
Locating a child care program or preschool for my child.	1	2	3	4	N/A
Getting appropriate care for my child in a church, synagogue, or other place of worship during religious services.	1	2	3	4	N/A

<u>Section VI: Outside Support</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting with a minister, priest, rabbi, or other religious leader.	1	2	3	4	N/A
Meeting with a counselor, such as a psychologist, social worker, psychiatrist.	1	2	3	4	N/A
Getting more time to talk to my child's teacher or therapist.	1	2	3	4	N/A

<u>Section VII: Community Services</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting & talking with other parents and families in the community.	1	2	3	4	N/A
Locating a physician who understands me and my child's needs.	1	2	3	4	N/A
Locating a dentist who will see my child.	1	2	3	4	N/A

Other: Please list any other topics where you feel more resources would be helpful

Are there any additional comments, concerns, or suggestions you'd like to offer?

Thank you for your participation in this survey. Your responses will help us improve and expand the services we provide to families and children in the Infant-Toddler Program.

Parent Survey (Form B)

Please read each statement and choose the rating that most closely matches your opinion or completes the sentence prompt. Circle the number which corresponds to that rating. If a question does not apply to you, please circle N/A.

Part I: Program Evaluation

<u>Section I: Program and Staff Responsiveness</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The staff listens to and responds to my concerns, questions, and ideas.	1	2	3	4	N/A
In my meetings with staff (for testing, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	1	2	3	4	N/A
Although one staff member is the lead teacher of my child's classroom, I feel that we receive the expertise of other staff.	1	2	3	4	N/A
The staff gives me information that is clear and useful to me.	1	2	3	4	N/A
There is enough staff in my child's classroom for the number of children in the classroom.	1	2	3	4	N/A
I feel the program for my child includes what is important to me.	1	2	3	4	N/A
My child's program meets my child's needs.	1	2	3	4	N/A
I understand the curriculum that is being used in my child's classroom.	1	2	3	4	N/A
The curriculum in my child's classroom includes activities that are appropriate for my child.	1	2	3	4	N/A

The setup of my child's classroom includes toys, activities, and areas that are appropriate for my child.	1	2	3	4	N/A
The help my child is getting is based on his or her individual needs.	1	2	3	4	N/A
I am satisfied with my child's progress since beginning this program.	1	2	3	4	N/A
The help I get fits into our family routines and activities.	1	2	3	4	N/A
The staff respects the limits my family puts on our time and energy for our child's program.	1	2	3	4	N/A
I am informed of a variety of choices for how my child could be served.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as 'Strongly Disagree' or 'Disagree')

<u>Section II: Growth in Knowledge and Skills for helping your child</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Because of my participation with the Infant-Toddler Program...					
I am more able to look at my child and see what he/she is learning to do.	1	2	3	4	N/A
I have learned about helping my child.	1	2	3	4	N/A
I enjoy my child more.	1	2	3	4	N/A
I know what my child needs to learn.	1	2	3	4	N/A

I am aware of how ordinary activities are part of my child's learning and development.	1	2	3	4	N/A
I feel more confident about how my family and I are helping our child.	1	2	3	4	N/A
I am more aware of how to help my child's development.	1	2	3	4	N/A
I feel satisfied that my child's strengths are being discussed.	1	2	3	4	N/A
I know more about how to set goals and strategies for my child.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as 'Strongly Disagree' or 'Disagree')

<u>Section III: Growth in Understanding Behavior</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I more strongly value my child spending time with children who have developmental delays.	1	2	3	4	N/A
I am more aware of my child's strengths.	1	2	3	4	N/A
I know more ways to deal with problem behaviors.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as ‘Strongly Disagree’ or ‘Disagree’)

<u>Section IV: Utilization of Community Resources</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I know more about community agencies, services, and programs that can help my child or my family.	1	2	3	4	N/A
I get help from staff when I want other programs or people to work with me, my child, or my family.	1	2	3	4	N/A
I am able to connect with other families and parents in the community.	1	2	3	4	N/A
I now have contact with services and programs in the community that may help my child or my family.	1	2	3	4	N/A
I am satisfied with the communication between my child’s team and community resource persons involved in my child’s program.	1	2	3	4	N/A
I am able to get information that is important to the health and happiness of my family and child.	1	2	3	4	N/A
I feel confident that I have access to the information, resources, and supports I need to help my child.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as ‘Strongly Disagree’ or ‘Disagree’)

<u>Section V: Building a Support System</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My partner/my family are more involved in my child’s learning.	1	2	3	4	N/A
I have more friends or older children helping me help my child.	1	2	3	4	N/A
The staff helped the people I know be more caring and understanding of my child.	1	2	3	4	N/A
The staff helped me get to know other people who are caring and understanding.	1	2	3	4	N/A
I have gotten support from other parents.	1	2	3	4	N/A
I feel less alone as the parent of my child.	1	2	3	4	N/A
The staff are willing and able to help my family and friends when we have concerns or questions about my child.	1	2	3	4	N/A

Comments: (please comment if you have checked any items as ‘Strongly Disagree’ or ‘Disagree’)

Part II---Family Needs

<u>Section I: Information</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
How children grow and develop.	1	2	3	4	N/A
How to play or talk with my child.	1	2	3	4	N/A
How to teach my child.	1	2	3	4	N/A
How to handle my child's behavior.	1	2	3	4	N/A
Information about services that are presently available for my child.	1	2	3	4	N/A
Information about the services my child might need or receive in the future.	1	2	3	4	N/A

<u>Section II: Family & Social Support</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Talking with someone in my family about concerns.	1	2	3	4	N/A
Having friends to talk to.	1	2	3	4	N/A
Finding more time for myself.	1	2	3	4	N/A
Helping our family discuss problems and reach solutions.	1	2	3	4	N/A
Helping our family support each other during difficult times.	1	2	3	4	N/A
Deciding who will do household chores, child care, and other family tasks.	1	2	3	4	N/A
Deciding on and doing family recreational activities.	1	2	3	4	N/A

<u>Section III: Financial</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Paying for expenses such as food, housing, medical care, clothing, or transportation.	1	2	3	4	N/A
Paying for child care or other services my child needs.	1	2	3	4	N/A
Counseling or help in getting a job.	1	2	3	4	N/A
Paying for babysitting or respite care.	1	2	3	4	N/A
Paying for toys my child needs.	1	2	3	4	N/A

<u>Section IV: Child Care</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Locating babysitters or respite care providers who are willing and able to care for my child.	1	2	3	4	N/A
Locating a child care program or preschool for my child.	1	2	3	4	N/A
Getting appropriate care for my child in a church, synagogue, or other place of worship during religious services.	1	2	3	4	N/A

<u>Section V: Outside Support</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting with a minister, priest, rabbi, or other religious leader.	1	2	3	4	N/A
Meeting with a counselor, such as a psychologist, social worker, psychiatrist.	1	2	3	4	N/A
More time to talk to my child's teacher or therapist.	1	2	3	4	N/A

Section VI: Community Services	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I still need resources in...					
Meeting & talking with other parents and families in the community.	1	2	3	4	N/A
Locating a physician who understands me and my child.	1	2	3	4	N/A
Locating a dentist who will see my child.	1	2	3	4	N/A

Other: Please list any other topics where you feel more resources would be helpful

Are there any additional comments, concerns, or suggestions you'd like to offer?

Thank you for your participation in this survey. Your responses will help us improve and expand the services we provide to families and children in the Infant-Toddler Program.

Appendix B

Initial Contact:

S. Stadnicki
Experimental Education Unit
Box 357925
Seattle, WA 98195

A few days from now, when you pick your child up, you will receive a survey, with a request to fill it out as part of an evaluation of our program at the Experimental Education Unit. Developed with Jen Fung and Susan Sandall, this survey is part of a Master's Thesis project designed to improve access to supports and services in the Infant-Toddler Program at the EEU.

This survey concerns the experiences of caregivers of children in our Infant-Toddler Program, and how well they feel their needs and their child's needs are being met.

I am writing in advance because past studies have shown that many people like to know ahead of time that they will be contacted about a survey. This evaluation is an important one which will help influence how services and supports are provided in the Infant-Toddler Program, and whether current supports are adequate.

Thank you for your time and consideration. It's only with the help of parents like you that our program can be successful, and that we can continue to improve the quality of the services we provide.

Sincerely,

Stefanie Stadnicki
Master's Candidate
Early Childhood Special Education Program
University of Washington

Survey Cover Letter:

S. Stadnicki
Experimental Education Unit
Box 357925
Seattle, WA 98195

I am writing to ask your help in an evaluation of the supports and services available to parents of children in the Infant-Toddler Program at the Experimental Education Unit. This program evaluation is part of an effort to determine what supports and services are being provided well and where families still feel a need for additional supports and services. As part of my Master's Thesis I have worked with Susan Sandall and Jen Fung to develop an evaluation that is relevant and useful to our program here.

You were selected as a parent of a child in the Infant-Toddler Program. We are contacting all parents in the program in order to get a representative sample across classrooms and teachers.

Results from the attached survey will be used to help improve access to supports and services through the EEU. By understanding what parents want and need, program staff can ensure that access to specific supports and services is available.

Your responses to this survey are completely confidential. Individual responses will be seen only by me, the study coordinator, while summarizing all of the survey data into a summary report. The summary of the survey data will be used to evaluate the current services and supports provided by the Infant-Toddler Program. This summary will not contain any links to identifiable individual responses.

A comment on the survey procedure. A number is printed on each questionnaire so that I may check names off of my mailing list when it is returned and you will not be contacted with further reminders. When you return your questionnaire your name will be deleted from the contact list and will not be connected to your answers in any way. The remaining list of names will be destroyed at the end of the survey so that individual names cannot be connected to the results. This survey is completely voluntary. However, it will be very helpful if you can take a few minutes to share your experiences at the EEU. If you prefer not to respond, please let me know by returning a note or your blank questionnaire in the return envelope.

If you have any questions or comments about this project, I will be happy to talk to you. Please contact me through email at stands@uw.edu or you can write to me at the address on the letter head, or contact my advisor, Susan Sandall at ssandall@washington.edu.

Thank you very much for helping with this study.

Sincerely,

Stefanie Stadnicki
Master's Candidate
Early Childhood Special Education Program
University of Washington

First Follow Up

Last week a questionnaire regarding services and supports at the EEU was sent home with your child.

If you have already completed and returned your questionnaire, please accept my thanks. If you have not, please do so as soon as possible. We are grateful for your help because it is only by surveying parent experiences that we may understand how well supports and services are provided at the EEU and what areas we need to improve in.

If you did not receive a questionnaire or it was misplaced, please contact me at stands@uw.edu and I will send another one home with your child today.

Sincerely,

Stefanie Stadnicki
Master's Candidate
Early Childhood Special Education Program
University of Washington
Seattle, WA 98195

Replacement Survey Cover Letter:

S. Stadnicki
Experimental Education Unit
Box 357925
Seattle, WA 98195

Almost three weeks ago I sent a questionnaire to you regarding your experiences with supports and services in our infant and toddler program. To the best of my knowledge it has not yet been returned.

The comments of people who have already responded include information on program quality, transition information, and dealing with problem behaviors.

I am writing again because of the importance of your questionnaire in obtaining accurate results. Although I sent questionnaires to parents in all of the infant and toddler classes, it's only by hearing from everyone that I can be sure that the results are representative.

Please remember that my results are completely confidential. Individual responses will be seen only by me, the study coordinator, while summarizing all of the survey data into a summary report. The summary of the survey data will be used to evaluate the current services and supports provided by the Infant-Toddler Program. This summary will not contain any links to identifiable individual responses. A number is printed on each questionnaire only so that I may check off of my mailing list when it is returned. The list of names will then be destroyed so that individual names cannot be connected to the results. Protecting the confidentiality of my respondents is very important to me, as well as to the EEU.

I hope that you will fill out and return the questionnaire soon. In case you have lost your original questionnaire, a replacement is attached. If for any reason you prefer not to answer it, please let me know by returning a note or blank questionnaire in the enclosed stamped envelope.

Sincerely,

Stefanie Stadnicki
Master's Candidate
Early Childhood Special Education Program
University of Washington

Final Contact:

S. Stadnicki
Experimental Education Unit
Box 357925
Seattle, WA 98195

During the last two months I have sent you several mailings about an important program evaluation I am conducting in the Infant-Toddler Program at the Experimental Education Unit.

Its purpose is to help the Infant-Toddler Program better provide services and supports to parents whose children are in the program.

The project is drawing to a close, and this is the last contact that will be made.

I am sending this final contact because of my concern that parents who have not responded may have had different experiences than parents who have already responded. Hearing from everyone in the different classes helps to assure that the survey results are as accurate as possible.

I also want to assure you that your response to this survey is voluntary, and if you prefer not to respond that is fine. If you choose not to respond, please let me know by returning a note or your blank questionnaire. That would be helpful.

Finally, I appreciate your willingness to consider my request as I conclude this effort to better understand your experiences with supports and services at the EEU. Thank you very much.

Sincerely,

Stefanie Stadnicki
Master's Candidate
Early Childhood Special Education Program
University of Washington

Appendix C

Parent Survey-Form B-29 total-RESULTS

Part I: Program Evaluation

Section I: Program and Staff Responsiveness	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The staff listens to and responds to my concerns, questions, and ideas.	0 0%	0 0%	5 17%	24 83%	0 0%
In my meetings with staff (for testing, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	0 0%	0 0%	4 14%	17 59%	8 28%
Although one staff member is the lead teacher of my child's classroom, I feel that we receive the expertise of other staff.	0 0%	0 0%	4 14%	25 86%	0 0%
The staff gives me information that is clear and useful to me.	0 0%	0 0%	9 31%	20 69%	0 0%
There is enough staff in my child's classroom for the number of children in the classroom.	0 0%	0 0%	2 7%	27 93%	0 0%
I feel the program for my child includes what is important to me.	0 0%	1 3%	6 21%	22 76%	0 0%
My child's program meets my child's needs.	0 0%	0 0%	6 21%	23 79%	0 0%
I understand the curriculum that is being used in my child's classroom.	0 0%	0 0%	6 21%	23 79%	0 0%
The curriculum in my child's classroom includes activities that are appropriate for my child.	0 0%	0 0%	6 21%	23 79%	0 0%
The setup of my child's classroom includes toys, activities, and areas that are appropriate for my child.	0 0%	0 0%	6 21%	23 79%	0 0%
The help my child is getting is based on his or her individual needs.	0 0%	0 0%	9 31%	20 69%	0 0%

I am satisfied with my child's progress since beginning this program.	0 0%	0 0%	3 10%	25 86%	1 3%
The help I get fits into our family routines and activities.	0 0%	1 3%	11 38%	17 59%	0 0%
The staff respects the limits my family puts on our time and energy for our child's program.	0 0%	0 0%	7 24%	21 73%	1 3%
I am informed of a variety of choices for how my child could be served.	0 0%	0 0%	10 34%	14 48%	5 17%

<u>Section II: Growth in Knowledge and Skills for helping your child</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Because of my participation with the Infant-Toddler Program...					
I am more able to look at my child and see what he/she is learning to do.	0 0%	0 0%	16 55%	13 45%	0 0%
I have learned about helping my child.	0 0%	1 3%	14 48%	14 48%	0 0%
I enjoy my child more.	0 0%	3 10%	15 52%	9 31%	2 7%
I know what my child needs to learn.	0 0%	0 0%	16 55%	12 41%	1 3%
I am aware of how ordinary activities are part of my child's learning and development.	0 0%	0 0%	13 45%	16 55%	0 0%
I feel more confident about how my family and I are helping our child.	0 0%	2 7%	14 48%	13 45%	0 0%
I am more aware of how to help my child's development.	0 0%	0 0%	16 55%	12 41%	1 3%
I feel satisfied that my child's strengths are being discussed.	0 0%	0 0%	17 59%	12 41%	0 0%
I know more about how to set goals and strategies for my child.	0 0%	0 0%	18 62%	10 34%	1 3%

<u>Section III: Growth in Understanding Behavior</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I more strongly value my child spending time with children who have developmental delays.	0 0%	0 0%	10 34%	17 59%	2 7%
I am more aware of my child's strengths.	0 0%	0 0%	13 45%	14 48%	2 7%
I know more ways to deal with problem behaviors.	0 0%	2 7%	14 48%	11 38%	2 7%

<u>Section IV: Utilization of Community Resources</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I know more about community agencies, services, and programs that can help my child or my family.	0 0%	2 7%	10 34%	9 31%	8 28%
I get help from staff when I want other programs or people to work with me, my child, or my family.	0 0%	1 3%	7 24%	8 28%	13 45%
I am able to connect with other families and parents in the community.	0 0%	3 10%	11 38%	15 52%	0 0%
I now have contact with services and programs in the community that may help my child or my family.	0 0%	3 10%	4 14%	10 34%	12 41%
I am satisfied with the communication between my child's team and community resource persons involved in my child's program.	0 0%	2 7%	7 24%	9 31%	11 38%
I am able to get information that is important to the health and happiness of my family and child.	0 0%	0 0%	12 41%	14 48%	3 10%
I feel confident that I have access to the information, resources, and supports I need to help my child.	0 0%	3 10%	7 24%	16 55%	3 10%

<u>Section V: Building a Support System</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My partner/my family are more involved in my child's learning.	0 0%	1 3%	18 62%	9 31%	1 3%
I have more friends or older children helping me help my child.	0 0%	9 31%	3 10%	7 24%	10 34%
The staff helped the people I know be more caring and understanding of my child.	0 0%	2 7%	3 10%	10 34%	14 48%
The staff helped me get to know other people who are caring and understanding.	0 0%	4 14%	9 31%	10 34%	6 21%
I have gotten support from other parents.	0 0%	6 21%	13 45%	8 28%	2 7%
I feel less alone as the parent of my child.	0 0%	4 14%	14 48%	8 28%	3 10%
The staff are willing and able to help my family and friends when we have concerns or questions about my child.	0 0%	0 0%	9 31%	17 59%	3 10%

Part II---Family Needs

<u>Section I: Information</u> I still need resources in...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
How children grow and develop.	1 3%	13 45%	7 24%	5 17%	3 10%
How to play or talk with my child.	1 3%	13 45%	8 28%	5 17%	2 7%
How to teach my child.	1 3%	11 38%	10 34%	5 17%	2 7%

How to handle my child's behavior.	0 0%	10 34%	12 41%	5 17%	2 7%
Information about services that are presently available for my child.	1 3%	10 34%	6 21%	6 21%	6 21%
Information about the services my child might need or receive in the future.	1 3%	9 31%	7 24%	6 21%	6 21%

<u>Section II: Family & Social Support</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I still need resources in...					
Talking with someone in my family about concerns.	4 14%	14 48%	5 17%	2 7%	4 14%
Having friends to talk to.	4 14%	12 41%	7 24%	3 10%	3 10%
Finding more time for myself.	3 10%	8 28%	10 34%	7 24%	1 3%
Helping our family discuss problems and reach solutions.	5 17%	14 48%	6 21%	3 10%	1 3%
Helping our family support each other during difficult times.	4 14%	12 41%	8 28%	4 14%	1 3%
Deciding who will do household chores, child care, and other family tasks.	3 10%	14 48%	6 21%	3 10%	3 10%
Deciding on and doing family recreational activities.	4 14%	14 48%	5 17%	3 10%	3 10%

<u>Section III: Financial</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I still need resources in...					
Paying for expenses such as food, housing, medical care, clothing, or transportation.	7 24%	14 48%	2 7%	2 7%	4 14%
Paying for child care or other services my child needs.	7 24%	12 41%	4 14%	2 7%	4 14%
Counseling or help in getting a job.	7 24%	14 48%	1 3%	2 7%	5 17%

Paying for babysitting or respite care.	7 24%	13 45%	3 10%	3 10%	3 10%
Paying for toys my child needs.	7 24%	14 48%	1 3%	2 7%	5 17%

<u>Section IV: Child Care</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Locating babysitters or respite care providers who are willing and able to care for my child.	6 21%	9 31%	2 7%	6 21%	6 21%
Locating a child care program or preschool for my child.	5 17%	10 34%	4 14%	6 21%	4 14%
Getting appropriate care for my child in a church, synagogue, or other place of worship during religious services.	6 21%	13 45%	1 3%	0 0%	9 31%

<u>Section V: Outside Support</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting with a minister, priest, rabbi, or other religious leader.	7 24%	13 45%	0 0%	0 0%	9 31%
Meeting with a counselor, such as a psychologist, social worker, psychiatrist.	6 21%	13 45%	2 7%	3 10%	5 17%
More time to talk to my child's teacher or therapist.	5 17%	13 45%	4 14%	3 10%	4 14%

<u>Section VI: Community Services</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting & talking with other parents and families in the community.	5 17%	12 41%	4 14%	3 10%	5 17%
Locating a physician who understands me and my child.	6 21%	14 48%	1 3%	0 0%	8 28%
Locating a dentist who will see my child.	6 21%	16 55%	1 3%	0 0%	6 21%

Parent Survey-Form A-20 total-All Results

Part I: Program Evaluation

<u>Section I: Program and Staff Responsiveness</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The staff listens to and responds to my concerns, questions, and ideas.	0 0%	0 0%	0 0%	20 100%	0 0%
In my meetings with staff (for testing, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	0 0%	0 0%	0 0%	19 95%	1 5%
Although one staff member is the lead teacher of my child's classroom, I feel that we receive the expertise of other staff.	0 0%	0 0%	3 15%	17 85%	0 0%
The staff gives me information that is clear and useful to me.	0 0%	0 0%	4 20%	16 80%	0 0%
There is enough staff in my child's classroom for the number of children in the classroom.	0 0%	0 0%	1 5%	19 95%	0 0%
I feel the program for my child includes what is important to me.	0 0%	0 0%	3 15%	17 85%	0 0%
My child's program meets my child's needs.	0 0%	0 0%	4 20%	16 80%	0 0%
I understand the curriculum that is being used in my child's classroom.	0 0%	2 10%	6 30%	12 60%	0 0%
The curriculum in my child's classroom includes activities that are appropriate for my child.	0 0%	0 0%	3 15%	17 85%	0 0%
The setup of my child's classroom includes toys, activities, and areas that are appropriate for my child.	0 0%	0 0%	3 15%	17 85%	0 0%
The help my child is getting is based on his or her individual needs.	0 0%	0 0%	3 15%	17 85%	0 0%

I am satisfied with my child's progress since beginning this program.	0 0%	0 0%	4 20%	16 80%	0 0%
The help I get fits into our family routines and activities.	0 0%	2 10%	4 20%	13 65%	1 5%
The staff respects the limits my family puts on our time and energy for our child's program.	0 0%	0 0%	6 30%	14 70%	0 0%
I am informed of a variety of choices for how my child could be served.	0 0%	2 10%	6 30%	12 60%	0 0%

<u>Section II: Growth in Knowledge and Skills for helping your child</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Because of my participation with the Infant-Toddler Program...					
I am more able to look at my child and see what he/she is learning to do.	0 0%	1 5%	6 30%	13 65%	0 0%
I have learned about helping my child.	0 0%	1 5%	5 25%	14 70%	0 0%
I enjoy my child more.	0 0%	3 15%	9 45%	8 40%	0 0%
I know what my child needs to learn.	0 0%	2 10%	7 35%	11 55%	0 0%
I am aware of how ordinary activities are part of my child's learning and development.	0 0%	1 5%	5 25%	14 70%	0 0%
I feel more confident about how my family and I are helping our child.	0 0%	0 0%	11 55%	9 45%	0 0%
I am more aware of how to help my child's development.	0 0%	1 5%	8 40%	11 55%	0 0%
I have a clearer picture of my child's special needs at this time.	0 0%	2 10%	5 25%	13 65%	0 0%
I feel satisfied that my child's strengths are being discussed.	0 0%	0 0%	4 20%	16 80%	0 0%
I know more about how to set goals and strategies for my child.	0 0%	1 5%	10 50%	9 45%	0 0%

<u>Section III: Growth in Understanding Behavior</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I more strongly value my child spending time with children who don't have developmental delays.	0 0%	4 20%	5 25%	9 45%	2 10%
I am more aware of my child's strengths.	0 0%	1 5%	7 35%	12 60%	0 0%
I know more ways to deal with problem behaviors.	0 0%	3 15%	6 30%	11 55%	0 0%

<u>Section IV: Utilization of Community Resources</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I know more about community agencies, services, and programs that can help my child or my family.	0 0%	3 15%	10 50%	6 30%	1 5%
I get help from staff when I want other programs or people to work with me, my child, or my family.	0 0%	0 0%	8 40%	9 45%	3 15%
I am able to connect with other families and parents in the community.	0 0%	1 5%	8 40%	11 55%	0 0%
I now have contact with services and programs in the community that may help my child or my family.	0 0%	2 10%	7 35%	6 30%	5 25%
I am satisfied with the communication between my child's team and community resource persons involved in my child's program.	0 0%	2 10%	5 25%	9 45%	4 20%

I am able to get information that is important to the health and happiness of my family and child.	0 0%	1 5%	8 40%	10 50%	1 5%
I feel confident that I have access to the information, resources, and supports I need to help my child.	0 0%	1 5%	8 40%	11 55%	0 0%

<u>Section V: Building a Support System</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My partner/my family are more involved in my child's learning.	0 0%	0 0%	9 45%	10 50%	1 5%
I have more friends or older children helping me help my child.	0 0%	4 20%	8 40%	5 25%	3 15%
The staff helped the people I know be more caring and understanding of my child.	0 0%	2 10%	4 20%	7 35%	7 35%
The staff helped me get to know other people who are caring and understanding.	0 0%	2 10%	4 20%	8 40%	6 30%
I have gotten support from other parents.	0 0%	1 5%	6 30%	11 55%	2 10%
I feel less alone as the parent of my child.	0 0%	4 20%	4 20%	11 55%	1 5%
The staff is willing and able to help my family and friends when we have concerns or questions about my child.	0 0%	0 0%	5 25%	15 75%	0 0%

Part II---Family Needs

<u>Section I: Information</u> I still need resources in...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
How children grow and develop.	1 5%	8 40%	7 35%	4 20%	0 0%
How to play or talk with my child.	3 15%	7 35%	7 35%	3 15%	0 0%
How to teach my child.	1 5%	6 30%	7 25%	6 30%	0 0%
How to handle my child's behavior.	1 5%	3 15%	11 55%	5 25%	0 0%
Information about any condition or disability my child might have.	2 10%	10 50%	5 25%	0 0%	3 15%
Information about services that are presently available for my child.	2 10%	7 35%	8 40%	2 10%	1 5%
Information about the services my child might need or receive in the future.	1 5%	4 20%	10 50%	4 20%	1 5%

<u>Section II: Family & Social Support</u> I still need resources in...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Talking with someone in my family about concerns.	3 15%	14 70%	1 5%	1 5%	1 5%
Having friends to talk to.	2 10%	12 60%	5 25%	1 5%	0 0%
Finding more time for myself.	2 10%	6 30%	9 45%	3 15%	0 0%
Helping my spouse/my partner accept any condition our child might have.	4 20%	13 65%	0 0%	0 0%	3 15%
Helping our family discuss problems and reach solutions.	3 15%	11 55%	6 30%	0 0%	0 0%
Helping our family support each other during difficult times.	3 15%	12 60%	5 25%	0 0%	0 0%

Deciding who will do household chores, child care, and other family tasks.	3 15%	13 65%	2 10%	0 0%	2 10%
Deciding on and doing family recreational activities.	1 5%	13 65%	6 30%	0 0%	0 0%

<u>Section III: Financial</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Paying for expenses such as food, housing, medical care, clothing, or transportation.	6 30%	8 40%	4 20%	0 0%	2 10%
Getting any special equipment my child needs.	8 40%	8 40%	3 15%	0 0%	1 5%
Paying for therapy, child care, or other services my child needs.	7 35%	7 35%	4 20%	2 10%	0 0%
Counseling or help in getting a job.	7 35%	11 55%	0 0%	0 0%	2 10%
Paying for babysitting or respite care.	8 40%	8 40%	3 15%	0 0%	1 5%
Paying for toys my child needs.	8 40%	9 45%	3 15%	0 0%	0 0%

<u>Section IV: Explaining to Others</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Explaining my child's condition to my parents or my spouse's/partner's parents.	4 20%	10 50%	3 15%	1 5%	2 10%
Explaining my child's condition to his or her siblings.	3 15%	9 45%	4 20%	0 0%	4 20%
Knowing how to respond when friends, neighbors, or strangers ask questions about my child.	3 15%	9 45%	5 25%	1 5%	2 10%
Explaining my child's condition to other children.	3 15%	7 35%	6 30%	1 5%	3 15%
Finding reading material about other families who have a child like mine.	4 20%	11 55%	3 15%	0 0%	2 10%

<u>Section V: Child Care</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Locating babysitters or respite care providers who are willing and able to care for my child.	3 15%	7 35%	8 40%	1 5%	1 5%
Locating a child care program or preschool for my child.	3 15%	7 35%	4 20%	4 20%	2 10%
Getting appropriate care for my child in a church, synagogue, or other place of worship during religious services.	4 20%	10 50%	1 5%	0 0%	5 25%

<u>Section VI: Outside Support</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting with a minister, priest, rabbi, or other religious leader.	4 20%	10 50%	0 0%	0 0%	6 30%
Meeting with a counselor, such as a psychologist, social worker, psychiatrist.	4 20%	11 55%	2 10%	0 0%	3 15%
Getting more time to talk to my child's teacher or therapist.	5 25%	11 55%	3 15%	0 0%	1 5%

<u>Section VII: Community Services</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting & talking with other parents and families in the community.	4 20%	8 40%	6 30%	1 5%	1 5%
Locating a physician who understands me and my child's needs.	5 25%	12 60%	1 5%	0 0%	2 10%
Locating a dentist who will see my child.	6 30%	12 60%	0 0%	0 0%	2 10%

Parent Survey-Form A-15 total-Other Developmental Delay RESULTS

Part I: Program Evaluation

<u>Section I: Program and Staff Responsiveness</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The staff listens to and responds to my concerns, questions, and ideas.	0 0%	0 0%	0 0%	15 100%	0 0%
In my meetings with staff (for testing, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	0 0%	0 0%	0 0%	15 100%	0 0%
Although one staff member is the lead teacher of my child's classroom, I feel that we receive the expertise of other staff.	0 0%	0 0%	2 13%	13 87%	0 0%
The staff gives me information that is clear and useful to me.	0 0%	0 0%	4 27%	11 73%	0 0%
There is enough staff in my child's classroom for the number of children in the classroom.	0 0%	0 0%	1 7%	14 93%	0 0%
I feel the program for my child includes what is important to me.	0 0%	0 0%	2 13%	13 87%	0 0%
My child's program meets my child's needs.	0 0%	0 0%	3 20%	12 80%	0 0%
I understand the curriculum that is being used in my child's classroom.	0 0%	2 13%	4 27%	9 60%	0 0%
The curriculum in my child's classroom includes activities that are appropriate for my child.	0 0%	0 0%	2 13%	13 87%	0 0%
The setup of my child's classroom includes toys, activities, and areas that are appropriate for my child.	0 0%	0 0%	2 13%	13 87%	0 0%
The help my child is getting is based on his or her individual needs.	0 0%	0 0%	3 20%	12 80%	0 0%

I am satisfied with my child's progress since beginning this program.	0 0%	0 0%	4 27%	11 73%	0 0%
The help I get fits into our family routines and activities.	0 0%	2 13%	4 27%	8 53%	1 7%
The staff respects the limits my family puts on our time and energy for our child's program.	0 0%	0 0%	6 40%	9 60%	0 0%
I am informed of a variety of choices for how my child could be served.	0 0%	2 13%	6 40%	7 47%	0 0%

<u>Section II: Growth in Knowledge and Skills for helping your child</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Because of my participation with the Infant-Toddler Program...					
I am more able to look at my child and see what he/she is learning to do.	0 0%	1 7%	5 33%	9 60%	0 0%
I have learned about helping my child.	0 0%	1 7%	4 27%	10 67%	0 0%
I enjoy my child more.	0 0%	3 20%	5 33%	7 47%	0 0%
I know what my child needs to learn.	0 0%	1 7%	5 33%	9 60%	0 0%
I am aware of how ordinary activities are part of my child's learning and development.	0 0%	1 7%	4 27%	10 67%	0 0%
I feel more confident about how my family and I are helping our child.	0 0%	0 0%	7 47%	8 53%	0 0%
I am more aware of how to help my child's development.	0 0%	1 7%	6 40%	8 53%	0 0%
I have a clearer picture of my child's special needs at this time.	0 0%	1 7%	4 27%	10 67%	0 0%
I feel satisfied that my child's strengths are being discussed.	0 0%	0 0%	4 27%	11 73%	0 0%
I know more about how to set goals and strategies for my child.	0 0%	1 7%	7 47%	7 47%	0 0%

<u>Section III: Growth in Understanding Behavior</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I more strongly value my child spending time with children who don't have developmental delays.	0 0%	3 20%	3 20%	8 53%	1 7%
I am more aware of my child's strengths.	0 0%	1 7%	5 33%	9 60%	0 0%
I know more ways to deal with problem behaviors.	0 0%	3 20%	5 33%	7 47%	0 0%

<u>Section IV: Utilization of Community Resources</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I know more about community agencies, services, and programs that can help my child or my family.	0 0%	3 20%	7 47%	4 28%	1 7%
I get help from staff when I want other programs or people to work with me, my child, or my family.	0 0%	0 0%	7 47%	5 33%	3 20%
I am able to connect with other families and parents in the community.	0 0%	1 7%	5 33%	9 60%	0 0%
I now have contact with services and programs in the community that may help my child or my family.	0 0%	2 13%	4 27%	4 27%	5 33%
I am satisfied with the communication between my child's team and community resource persons involved in my child's program.	0 0%	2 13%	4 27%	5 33%	4 27%

I am able to get information that is important to the health and happiness of my family and child.	0 0%	1 7%	6 40%	7 47%	1 7%
I feel confident that I have access to the information, resources, and supports I need to help my child.	0 0%	1 7%	6 40%	8 53%	0 0%

<u>Section V: Building a Support System</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My partner/my family are more involved in my child's learning.	0 0%	0 0%	6 40%	8 53%	1 7%
I have more friends or older children helping me help my child.	0 0%	3 20%	4 27%	5 33%	3 20%
The staff helped the people I know be more caring and understanding of my child.	0 0%	2 13%	3 20%	5 33%	5 33%
The staff helped me get to know other people who are caring and understanding.	0 0%	2 13%	3 20%	6 40%	4 27%
I have gotten support from other parents.	0 0%	1 7%	3 20%	10 67%	1 7%
I feel less alone as the parent of my child.	0 0%	3 20%	1 7%	11 73%	0 0%
The staff is willing and able to help my family and friends when we have concerns or questions about my child.	0 0%	0 0%	3 20%	12 80%	0 0%

Part II---Family Needs

<u>Section I: Information</u> I still need resources in...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
How children grow and develop.	1 7%	6 40%	6 40%	2 13%	0 0%
How to play or talk with my child.	3 20%	7 47%	4 27%	1 7%	0 0%
How to teach my child.	1 7%	5 33%	5 33%	4 27%	0 0%
How to handle my child's behavior.	1 7%	2 13%	9 60%	3 20%	0 0%
Information about any condition or disability my child might have.	2 13%	7 47%	3 20%	0 0%	3 20%
Information about services that are presently available for my child.	2 13%	4 27%	6 40%	2 13%	1 7%
Information about the services my child might need or receive in the future.	1 7%	3 20%	7 47%	3 20%	1 7%

<u>Section II: Family & Social Support</u> I still need resources in...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Talking with someone in my family about concerns.	3 20%	11 73%	0 0%	0 0%	1 7%
Having friends to talk to.	2 13%	9 60%	5 33%	0 0%	0 0%
Finding more time for myself.	2 13%	5 33%	6 40%	2 13%	0 0%
Helping my spouse/my partner accept any condition our child might have.	3 20%	9 60%	0 0%	0 0%	3 20%
Helping our family discuss problems and reach solutions.	3 20%	7 47%	5 33%	0 0%	0 0%
Helping our family support each other during difficult times.	3 20%	9 60%	3 20%	0 0%	0 0%

Deciding who will do household chores, child care, and other family tasks.	3 20%	9 60%	1 7%	0 0%	2 13%
Deciding on and doing family recreational activities.	1 7%	9 60%	5 33%	0 0%	0 0%

<u>Section III: Financial</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Paying for expenses such as food, housing, medical care, clothing, or transportation.	6 40%	6 40%	1 7%	0 0%	2 13%
Getting any special equipment my child needs.	8 53%	4 27%	2 13%	0 0%	1 7%
Paying for therapy, child care, or other services my child needs.	7 47%	6 40%	1 7%	1 7%	0 0%
Counseling or help in getting a job.	7 47%	6 40%	0 0%	0 0%	2 13%
Paying for babysitting or respite care.	8 53%	5 33%	1 7%	0 0%	1 7%
Paying for toys my child needs.	8 53%	6 40%	1 7%	0 0%	0 0%

<u>Section IV: Explaining to Others</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Explaining my child's condition to my parents or my spouse's/partner's parents.	4 27%	7 47%	2 13%	0 0%	2 13%
Explaining my child's condition to his or her siblings.	3 20%	6 40%	2 13%	0 0%	4 27%
Knowing how to respond when friends, neighbors, or strangers ask questions about my child.	3 20%	7 47%	3 20%	0 0%	2 13%
Explaining my child's condition to other children.	3 20%	6 40%	3 20%	0 0%	3 20%
Finding reading material about other families who have a child like mine.	4 27%	7 47%	2 13%	0 0%	2 13%

<u>Section V: Child Care</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Locating babysitters or respite care providers who are willing and able to care for my child.	3 20%	5 33%	5 33%	1 7%	1 7%
Locating a child care program or preschool for my child.	3 20%	4 27%	2 13%	4 27%	2 13%
Getting appropriate care for my child in a church, synagogue, or other place of worship during religious services.	4 27%	6 40%	0 0%	0 0%	5 33%

<u>Section VI: Outside Support</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting with a minister, priest, rabbi, or other religious leader.	4 27%	5 33%	0 0%	0 0%	6 40%
Meeting with a counselor, such as a psychologist, social worker, psychiatrist.	4 27%	6 40%	2 13%	0 0%	3 20%
Getting more time to talk to my child's teacher or therapist.	5 33%	6 40%	3 20%	0 0%	1 7%

<u>Section VII: Community Services</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting & talking with other parents and families in the community.	4 27%	6 40%	3 20%	1 7%	1 7%
Locating a physician who understands me and my child's needs.	4 27%	8 53%	1 7%	0 0%	2 13%
Locating a dentist who will see my child.	5 33%	8 53%	0 0%	0 0%	2 13%

Parent Survey-Form A-5 total-Autism RESULTS

Part I: Program Evaluation

<u>Section I: Program and Staff Responsiveness</u>	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The staff listens to and responds to my concerns, questions, and ideas.	0 0%	0 0%	0 0%	5 100%	0 0%
In my meetings with staff (for testing, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	0 0%	0 0%	0 0%	4 80%	1 20%
Although one staff member is the lead teacher of my child's classroom, I feel that we receive the expertise of other staff.	0 0%	0 0%	1 20%	4 80%	0 0%
The staff gives me information that is clear and useful to me.	0 0%	0 0%	0 0%	5 100%	0 0%
There is enough staff in my child's classroom for the number of children in the classroom.	0 0%	0 0%	0 0%	5 100%	0 0%
I feel the program for my child includes what is important to me.	0 0%	0 0%	1 20%	4 80%	0 0%
My child's program meets my child's needs.	0 0%	0 0%	1 20%	4 80%	0 0%
I understand the curriculum that is being used in my child's classroom.	0 0%	0 0%	2 40%	3 60%	0 0%
The curriculum in my child's classroom includes activities that are appropriate for my child.	0 0%	0 0%	1 20%	4 80%	0 0%
The setup of my child's classroom includes toys, activities, and areas that are appropriate for my child.	0 0%	0 0%	1 20%	4 80%	0 0%
The help my child is getting is based on his or her individual needs.	0 0%	0 0%	0 0%	5 100%	0 0%

I am satisfied with my child's progress since beginning this program.	0 0%	0 0%	0 0%	5 100%	0 0%
The help I get fits into our family routines and activities.	0 0%	0 0%	0 0%	5 100%	0 0%
The staff respects the limits my family puts on our time and energy for our child's program.	0 0%	0 0%	0 0%	5 100%	0 0%
I am informed of a variety of choices for how my child could be served.	0 0%	0 0%	0 0%	5 100%	0 0%

<u>Section II: Growth in Knowledge and Skills for helping your child</u> Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I am more able to look at my child and see what he/she is learning to do.	0 0%	0 0%	1 20%	4 80%	0 0%
I have learned about helping my child.	0 0%	0 0%	1 20%	4 80%	0 0%
I enjoy my child more.	0 0%	0 0%	4 80%	1 80%	0 0%
I know what my child needs to learn.	0 0%	1 20%	2 40%	2 40%	0 0%
I am aware of how ordinary activities are part of my child's learning and development.	0 0%	0 0%	1 20%	4 80%	0 0%
I feel more confident about how my family and I are helping our child.	0 0%	0 0%	4 80%	1 20%	0 0%
I am more aware of how to help my child's development.	0 0%	0 0%	2 40%	3 60%	0 0%
I have a clearer picture of my child's special needs at this time.	0 0%	1 20%	1 20%	3 60%	0 0%

I feel satisfied that my child's strengths are being discussed.	0 0%	0 0%	0 0%	5 100%	0 0%
I know more about how to set goals and strategies for my child.	0 0%	0 0%	3 60%	2 40%	0 0%

<u>Section III: Growth in Understanding Behavior</u>	Rating Scale				
Because of my participation with the Infant-Toddler Program...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I more strongly value my child spending time with children who don't have developmental delays.	0 0%	1 20%	2 40%	1 20%	1 20%
I am more aware of my child's strengths.	0 0%	0 0%	2 40%	3 60%	0 0%
I know more ways to deal with problem behaviors.	0 0%	0 0%	1 20%	4 80%	0 0%

<u>Section IV: Utilization of Community Resources</u>	Rating Scale				
Because of my participation with the Infant-Toddler Program...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I know more about community agencies, services, and programs that can help my child or my family.	0 0%	0 0%	3 60%	2 40%	0 0%
I get help from staff when I want other programs or people to work with me, my child, or my family.	0 0%	0 0%	1 20%	4 80%	0 0%
I am able to connect with other families and parents in the community.	0 0%	0 0%	3 60%	2 40%	0 0%
I now have contact with services and programs in the community that may help my child or my family.	0 0%	0 0%	3 60%	2 40%	0 0%

I am satisfied with the communication between my child's team and community resource persons involved in my child's program.	0 0%	0 0%	1 20%	4 80%	0 0%
I am able to get information that is important to the health and happiness of my family and child.	0 0%	0 0%	2 40%	3 60%	0 0%
I feel confident that I have access to the information, resources, and supports I need to help my child.	0 0%	0 0%	2 40%	3 60%	0 0%

Section V: Building a Support System Because of my participation with the Infant-Toddler Program...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My partner/my family are more involved in my child's learning.	0 0%	0 0%	3 60%	2 40%	0 0%
I have more friends or older children helping me help my child.	0 0%	1 20%	4 80%	0 0%	0 0%
The staff helped the people I know be more caring and understanding of my child.	0 0%	0 0%	1 20%	2 40%	2 40%
The staff helped me get to know other people who are caring and understanding.	0 0%	0 0%	1 20%	2 40%	2 40%
I have gotten support from other parents.	0 0%	0 0%	3 60%	1 20%	1 20%
I feel less alone as the parent of my child.	0 0%	1 20%	3 60%	0 0%	1 20%
The staff is willing and able to help my family and friends when we have concerns or questions about my child.	0 0%	0 0%	2 40%	3 60%	0 0%

Part II---Family Needs

<u>Section I: Information</u> I still need resources in...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
How children grow and develop.	0 0%	2 40%	1 20%	2 40%	0 0%
How to play or talk with my child.	0 0%	0 0%	3 60%	2 40%	0 0%
How to teach my child.	0 0%	1 20%	2 40%	2 40%	0 0%
How to handle my child's behavior.	0 0%	1 20%	2 40%	2 40%	0 0%
Information about any condition or disability my child might have.	0 0%	3 60%	2 40%	0 0%	0 0%
Information about services that are presently available for my child.	0 0%	3 60%	2 40%	0 0%	0 0%
Information about the services my child might need or receive in the future.	0 0%	1 20%	3 60%	1 20%	0 0%

<u>Section II: Family & Social Support</u> I still need resources in...	Rating Scale				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Talking with someone in my family about concerns.	0 0%	3 60%	1 20%	1 20%	0 0%
Having friends to talk to.	0 0%	3 60%	1 20%	1 20%	0 0%
Finding more time for myself.	0 0%	1 20%	3 60%	1 20%	0 0%
Helping my spouse/my partner accept any condition our child might have.	1 20%	4 80%	0 0%	0 0%	0 0%
Helping our family discuss problems and reach solutions.	0 0%	4 80%	1 20%	0 0%	0 0%
Helping our family support each other during difficult times.	0 0%	3 60%	2 40%	0 0%	0 0%

Deciding who will do household chores, child care, and other family tasks.	0 0%	4 80%	1 20%	0 0%	0 0%
Deciding on and doing family recreational activities.	0 0%	4 80%	1 20%	0 0%	0 0%

<u>Section III: Financial</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Paying for expenses such as food, housing, medical care, clothing, or transportation.	0 0%	2 40%	3 60%	0 0%	0 0%
Getting any special equipment my child needs.	0 0%	4 80%	1 20%	0 0%	0 0%
Paying for therapy, child care, or other services my child needs.	0 0%	1 20%	3 60%	1 20%	0 0%
Counseling or help in getting a job.	0 0%	5 100%	0 0%	0 0%	0 0%
Paying for babysitting or respite care.	0 0%	3 60%	2 40%	0 0%	0 0%
Paying for toys my child needs.	0 0%	3 60%	2 40%	0 0%	0 0%

<u>Section IV: Explaining to Others</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Explaining my child's condition to my parents or my spouse's/partner's parents.	0 0%	3 60%	1 20%	1 20%	0 0%
Explaining my child's condition to his or her siblings.	0 0%	3 60%	2 40%	0 0%	0 0%
Knowing how to respond when friends, neighbors, or strangers ask questions about my child.	0 0%	2 40%	2 40%	1 20%	0 0%
Explaining my child's condition to other children.	0 0%	1 20%	3 60%	1 20%	0 0%
Finding reading material about other families who have a child like mine.	0 0%	4 80%	1 20%	0 0%	0 0%

<u>Section V: Child Care</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Locating babysitters or respite care providers who are willing and able to care for my child.	0 0%	2 40%	3 60%	0 0%	0 0%
Locating a child care program or preschool for my child.	0 0%	3 60%	2 40%	0 0%	0 0%
Getting appropriate care for my child in a church, synagogue, or other place of worship during religious services.	0 0%	4 80%	1 20%	0 0%	0 0%

<u>Section VI: Outside Support</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting with a minister, priest, rabbi, or other religious leader.	0 0%	5 100%	0 0%	0 0%	0 0%
Meeting with a counselor, such as a psychologist, social worker, psychiatrist.	0 0%	5 100%	0 0%	0 0%	0 0%
Getting more time to talk to my child's teacher or therapist.	0 0%	5 100%	0 0%	0 0%	0 0%

<u>Section VII: Community Services</u>	Rating Scale				
I still need resources in...	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Meeting & talking with other parents and families in the community.	0 0%	2 40%	3 60%	0 0%	0 0%
Locating a physician who understands me and my child's needs.	1 20%	4 80%	0 0%	0 0%	0 0%
Locating a dentist who will see my child.	1 20%	4 80%	0 0%	0 0%	0 0%