

2015 SURVEY ON CHILD OUTCOMES SUMMARY PROCESS (north hub)

SURVEY ON CHILD OUTCOMES SUMMARY PROCESS

This survey is being conducted by the Idaho Infant Toddler Program as part of the research for the State Systemic Improvement Plan (SSIP). The survey will be used to collect reliable data on the Child Outcomes Summary process, and to ensure that we can use the data to determine how to make child outcomes more meaningful for Infant Toddler Program service providers and families. This survey was originally developed as part of a national study through ENHANCE, funded by grant R324A090171 from the U.S. Department of Education.

The survey takes about 15 minutes to complete. Once you start, you **can** return to the most recently saved point in your survey from the **SAME COMPUTER** that you started the survey on.

Your answers are confidential. No information that identifies you or your individual answers will be shared publicly or with directors or other personnel in your program/region. Findings will be reported using overall responses from the whole group of survey participants. If at least 10 surveys are received from a program/region, those group-level responses to key questions will be shared with administrators for program improvement.

This survey uses the term COSF or child outcomes summary form to describe the form used to record a rating about the child's functioning on three child outcomes:

- Having positive social relationships,
- Acquiring and using knowledge and skills, and
- Taking appropriate action to meet needs.

The process used to complete the COSF asks people familiar with the child's functioning to combine information from direct assessments, clinical opinion, and family observations to decide on a rating of the child's functioning. Ratings may be labeled from 1-7 or with words such as "completely" to "not at all."

Questions in this survey are in multiple choice format. Space is available for additional explanations or comments about the COSF at the end of the survey.

If you have any questions about the survey, please contact Jennifer Surrusco at 208-334-5520 or surruscj@dhw.idaho.gov.

Currently, at your program/region, approximately how many COSFs have you participated in? (Count all COSFs where you had any involvement in identifying the rating. Examples include: discussing the rating with others, facilitating discussions with others, and/or completing the form yourself.)

- Zero
- 1-10
- 11-30
- 31-50
- More than 50

Have you received information or training about the Child Outcomes Summary Form (COSF) process?

- Yes
- No

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What training or information have you received? (Check all that apply.)

- In-person state level training event
- In-person local or regional training event
- Online or video training module
- Webinar or training conference call
- Review of COSF training materials
- One-on-one training
- Ongoing feedback from a supervisor or program director
- Website resources (e.g., ECO Center or state website)
- I provide training on the COSF to others
- Other (please describe):

How many total hours have you spent being trained or learning about the COSF process? (Give your best estimate.)

- None
- Less than 1 hour
- 1-2 hours
- 3-4 hours
- 5-8 hours
- 9-15 hours
- More than 15 hours

On average, how long does it take to identify a child's outcome ratings and provide documentation on the form?

In your estimate, please include:

- time to identify the rating.
- time discussing the child's functioning if it is directly related to the rating decision or exceeds discussions about child's functioning that would have occurred anyway.
- time to complete information on the form.

Do not include:

- time for data entry of the form, if this is done after completion.

- 1-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes
- More than 60 minutes

Have you ever used the decision tree?

- Yes
- No
- Don't know what it is

How helpful is the decision tree in reaching a rating?

- Very helpful
- Helpful
- Not helpful
- Not at all helpful
- I can't judge, I have seen it, but never used it
- I can't judge, I have not seen it before or I don't know what it is

Please rate HOW TRUE the following statements are: (Check one in each row.)

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
I understand what happens with the child outcomes data that we collect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand why we are collecting child outcomes data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what is age-expected functioning in each of the three outcome areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the difference between functional behaviors and discrete skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how to apply the criteria for each of the 7 rating points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the meaning of each of the three outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 2: About Knowledge and Skills Related to the Child Outcomes Summary Process

Please rate **HOW TRUE** the following statements are: *(Check one in each row.)*

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
I know how to collect information about the child's functioning across settings and situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to explain the need for the child outcomes ratings to families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to compare the child's functioning to age-expected functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to talk with families about age-expected functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to identify how the child uses his/her skills to perform meaningful, everyday tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to identify whether or not the child made any progress in the outcome areas (needed at exit or for follow up discussions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to discuss the child's functioning in the three outcome areas with others who know the child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SURVEY ON CHILD OUTCOMES SUMMARY PROCESS Section 3: About Your Experience with the COSF

In HOW MANY of your COSFs have you experienced the following in your current program/region? (Check one in each row.)

	All of the children's COSFs (100%)	Most of the children's COSFs (76-99%)	Many of the children's COSFs (51-75%)	Some of the children's COSFs (26-50%)	A few of the children's COSFs (1-25%)	None of the children's COSFs (0%)
I was confident that the ratings given were accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All involved considered information carefully in order to identify an accurate rating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rating was decided by a team that included at least one other professional and me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not involved in deciding the ratings, but I provided input on the child's functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The family provided input about the child's functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The family was present during the decision of the child outcomes ratings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process used for deciding ratings matched my understanding of how it is supposed to be done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was enough time to review the child's functioning in each of the three outcome areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ratings were selected to make the program look good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least one other professional in addition to me provided input about the child's functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information from one or more assessment tools was used in deciding the ratings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The decision tree was used to determine a rating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about the child's functioning from multiple settings and situations was used in deciding the ratings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was enough information about the child's functioning in each outcome to decide on a rating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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For the following questions, consider all professionals involved in the rating decisions since you have been at your *current* program/region. Include both program/regional staff and any contracted providers who participate in the COSF process.

How many other professionals involved in COSF ratings understand... (Check one in each row.)

	All	Almost All	Many	Some	A Few	None
The meaning of each of the three outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is age-expected functioning in each of the three outcome areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to apply the criteria for each of the 7 rating points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difference between functional behaviors and discrete skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 4: About Experiences with the Child Outcomes Summary Process

Please rate **HOW TRUE** the following statements are:
(Check one in each row.)

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
The child outcomes summary process is a good way to collect data on child outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback from someone such as a supervisor on the child outcomes summary ratings or the form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There's too much additional paperwork associated with the child outcomes summary process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child outcomes summary ratings are too subjective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information from assessment tools we use is very helpful in determining ratings for the three outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratings tend to be low at entry relative to the child's actual level of functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ratings given are higher than the child's actual level of functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate **HOW TRUE** the following statements are:
(Check one in each row.)

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
I like the three outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratings are less accurate when parents are present for the rating decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratings are more accurate when parents are present for the rating decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ratings given are lower than the child's actual level of functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratings tend to be high at exit relative to the child's actual level of functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult for individuals involved in identifying child outcomes ratings to reach consensus on one or more of the three outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive helpful feedback about the child outcomes summary form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ongoing support related to the child outcomes summary process is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The child outcomes summary process emphasizes age-expected functioning too much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The child outcomes summary process is a useless activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SURVEY ON CHILD OUTCOMES SUMMARY PROCESS Section 5: About program/region activities

Someone in our current program/region... (Check one in each row.)

	Yes	No	Don't Know
checks child outcome summary forms after they are completed to ensure the ratings are accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trains professionals new to the child outcomes summary process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides feedback to those who are involved in the COSF process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is available to provide me with ongoing support if I ask for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SURVEY ON CHILD OUTCOMES SUMMARY PROCESS Section 6: Impact of the Child Outcomes Summary Process on Practice/Services

The child outcomes summary process... (Check one in each row.)

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
makes me more aware of children's functioning relative to expectations for their age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improves the way we work as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads to better IFSP or IEP outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads to poorer quality IFSP or IEP outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improves the assessment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negatively impacts the assessment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes time away from other important activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps me focus on functional use of skills to perform meaningful tasks instead of discrete skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps me think about children's progress over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has negative impacts on my relationships with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improves the quality of my conversations with families about their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps focus discussion on the "whole child."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps me think about children's functioning across settings and with different people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have there been any other POSITIVE impacts on your practice that are not included in the questions above?

- Yes
 No

Please describe:

Have there been any other NEGATIVE impacts on your practice that are not included in the questions above?

- Yes
 No

Please describe:

Overall, what has been the impact of the child outcomes summary process on your work with children and families?

Very Positive

Positive

Neutral

Negative

Very Negative

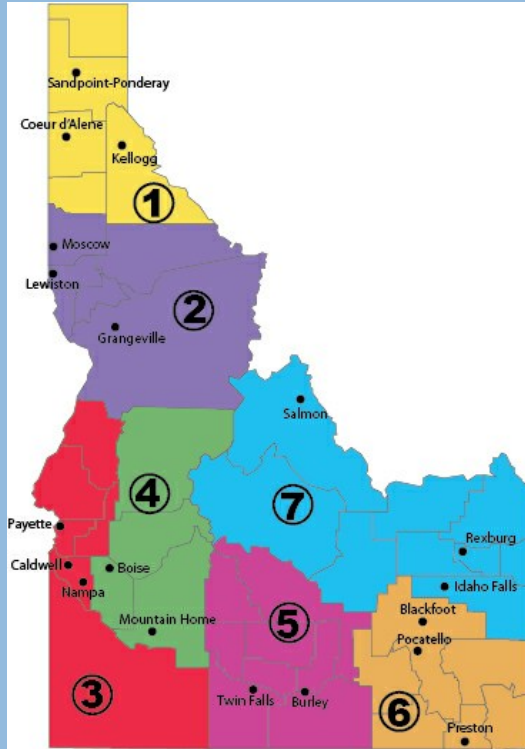
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SURVEY ON CHILD OUTCOMES SUMMARY PROCESS Section 7: About You

Which region of Idaho do you work in for the Infant Toddler Program?



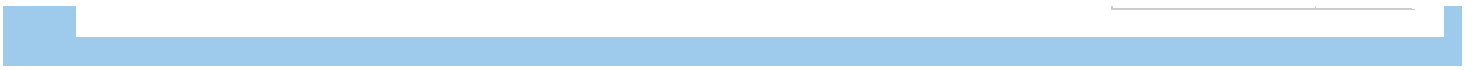
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- Central Office

Are you a Health and Welfare employee or contractor, and are you working for the Infant Toddler program part-time or full-time?

- Full-time employee
- Part-time employee
- Full-time contractor
- Part-time contractor

What is your primary role with the Infant Toddler Program?

- Service Coordinator
- Therapist (all types)
- Program Administration (Hub Leaders, Human Services Supervisors)
- Support Staff



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Which type of therapy is your primary role with the Infant Toddler Program?

- Physical Therapist
- Occupational Therapist
- Speech Language Pathologist
- Developmental Specialist
- Vision/Hearing Specialist
- Clinician
- Other

In what year did you begin working for Idaho's Infant Toddler Program?

- 2015
- 2012-2014
- 2009-2011
- 2005-2008
- Prior to 2005

Of the children you work with in a typical month, what percent are in the following age groups? (Please count work with families based on the age of child in the family. Enter "0" if none. Total must equal 100%)

Birth to 3 years (%)	<input type="text"/>
3 through 5 years (%)	<input type="text"/>
Other ages (%)	<input type="text"/>
Total	<input type="text"/>

How long have you been providing services to young children with disabilities? (Working with children with disabilities under 6 years of age.)

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- 11 years or more

Have you worked (in any capacity) with young children birth to three *without* disabilities? (e.g., child care, teaching, assessment)

- Yes - less than 1 year
- Yes - 1-2 years
- Yes - 3-5 years
- Yes - 6 years or more
- No

What is your gender?

- Male
- Female

How old are you?

- Under 30
- 30-39
- 40-49
- 50-59
- 60-69
- 70 or above

Which of these describes you? (Check all that apply.)

- Caucasian/White
- African-American/Black
- American Indian
- Asian-American
- Hispanic/Latino
- Pacific Islander
- Do not wish to disclose
- Other

Would you consider yourself to be fluent or bilingual in any of the following areas/languages?

- Spanish - reading
- Spanish - speaking
- Spanish - writing
- Other language (please list below) - reading
- Other language (please list below) - speaking
- Other language (please list below) - writing
- Not fluent or bilingual in a language other than English
- Other language:

SURVEY ON CHILD OUTCOMES SUMMARY PROCESS
Section 8: About Your Ideas to Improve the COSF Process and Other Comments

Is there anything else you want to tell us about the child outcomes summary process or this survey?

Completed:

