

2014 ITP Staff Survey

Thank you for participating in the 2014 Infant Toddler Program Staff Survey. This survey takes 15 minutes to complete on average. Please complete the survey at your earliest convenience, no later than **December 8**.

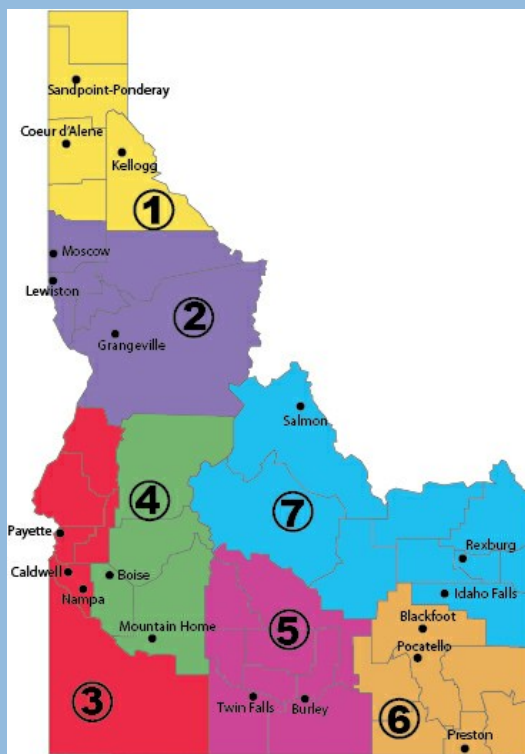
How will results of this survey be used?

- 1) Identify areas that need work in our program
(i.e. increased professional development opportunities, access to better resources and support, technology needs, etc)
- 2) Identify strategies to focus on making improvements
(i.e. implement a professional development system; improve training; create evidence-based practice resources; modify assessment tools, etc)

This is an anonymous survey conducted by the Idaho Department of Health and Welfare and the Infant Toddler Program. The survey will collect aggregate totals of responses. No information that could potentially be used to identify individuals will be reported. Personal information is gathered only to ensure thorough data collection and will not be included with survey results.

This survey will take about 15 minutes to complete. In order to provide statistically meaningful responses, all questions must be completed.

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



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

2. 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

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

Please select one ... ▾

4. What is your primary role with the Infant Toddler Program?

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

Completed: 10%

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5. 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

Completed: 13%

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6. How comfortable are you in your knowledge about the social-emotional development of infants and toddlers?

- Very comfortable
- Somewhat comfortable
- Somewhat uncomfortable
- Very uncomfortable

7. How would you rate your confidence level in regards to assigning ECO scores for social emotional development?

- Extremely Confident
- Very Confident
- Somewhat Confident
- Somewhat Unsure
- Very Unsure
- Extremely Unsure

Completed: 17%

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8. Please check the box next to each training that you have received, and then complete the other information regarding those trainings you have completed.

	Received Training	Currently Implement Strategies Using It	When was the training received?	How was the training received?
TACSEI - Technical Assistance Center on Social Emotional Intervention	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CSEFEL - Center on the Social and Emotional Foundations for Early Learning	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
DEC - Division for Early Childhood Recommended Practices	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Strengthening Families	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SEAM - Social Emotional Assessment Measure	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ITSEA - Infant Toddler Social Emotional Assessment	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ASQ/ASQ-SE - Ages and Stages Questionnaire/Social Emotional)	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
MCHAT-R Modified Checklist for Autism in Toddlers Revised	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ADOS - Autism Diagnostic Observation Schedule	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mullen	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sensory Profiles	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
I have not received any of these trainings.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. Other trainings received not listed above (Please include if the training is currently being implemented, when the training was received, and how the training was received):

Completed: 21%

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10. Agree/Disagree: My orientation training, including formal and informal training, for the Infant Toddler Program was comprehensive and provided the information and resources needed to gain understanding of early intervention and to deliver evidence-based practices.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

Completed: 23%

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11. Which types of training did you receive when you began working with Idaho's Infant Toddler Program?

- Part C Regulations
- Writing Effective Outcomes
- Early Intervention Evidence Based Practices (including coaching, teaming, primary coach, natural learning opportunities)
- Utilizing Natural Environments
- Roles and Responsibilities as an Early Intervention Provider
- Working with Family Dynamics
- Writing an Effective IFSP
- Assessment/Evaluation - Choosing an appropriate tool based on the child and family circumstances
- ITP Eligibility Determination
- Purpose and Scoring of Early Childhood Outcomes (ECOs)
- Social Emotional Development of Infants and Toddlers
- No Training was Received
- Other

Completed: 26%

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Eligibility and Assessments

12. How often do you consider factors beyond the ITP eligibility tool to assess social emotional development?

- Always
- Most of the Time
- Sometimes
- Rarely
- Never
- I do not assess social emotional development.

13. Agree/Disagree: I have access to a tool sensitive enough to measure social-emotional development.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- I do not use tools to measure social emotional development.

14. The assessments used by my team are culturally relevant to children and families.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- I don't know.

Completed: 34%

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15. How likely are you to use the same assessment for the entry and exit ECO ratings for children in each of the following eligibility categories?

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
Developmental Delay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established Medical Condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed Clinical Opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N/A - I do not complete assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Completed: 36%



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16. Please list two tools that are commonly used by teams for each of the following:

(Each box must contain a response. Please enter "don't know" if you cannot think of two tools.)

	Tool #1	Tool #2
To assess social emotional development in infants and toddlers.	<input type="text"/>	<input type="text"/>
To determine ECO scores.	<input type="text"/>	<input type="text"/>

Completed: 39%

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17. How would you rate your knowledge of typical child development in each of the following developmental domains?

	Poor	Fair	Good	Excellent
Social-Emotional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressive Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receptive Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Motor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross Motor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Help Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Completed: 41%

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18. Agree/Disagree: My team uses child development resources (i.e. screeners, curriculum-based assessments, outside resources) specific to social-emotional development to support their decisions about ECO scoring.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't know

Completed: 43%

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19. Please check the tools/resources used to determine ECO scoring by you personally and by your team, then check those that you would like more training on using.

	I Personally Use This:	My Team Uses This:	I Would Like More Training on Using This:
Screeners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Tree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anchor Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part 1 of IFSP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typical Child Development Resources (i.e. Early Learning Guidelines, HELP, Carolina)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Completed: 45%

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20. Please indicate whether you agree or disagree with each of the following statements.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Embedding the ECOs in IFSPs would make the ECO process more meaningful for families and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embedding the ECOs in IFSPs would make the ECO scoring more accurate and representative of the child's level of functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embedding the ECOs in IFSPs would make the outcomes more reflective and functional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embedding the ECOs in IFSPs would have no beneficial impact on the ECO process or overall outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please indicate how often each of the following statements are true.

	Always	Most of the Time	Sometimes	Rarely	Never
The team writes individual IFSP outcomes for intervention in the social emotional development domain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I discuss the purpose of the ECO process and scoring with the family prior to assigning entry scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I discuss the purpose of the ECO process and scoring with the family prior to assigning exit scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The family participates in providing information to assist in the determination of the entry ECO scoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The family participates in providing information to assist in the determination of the exit ECO scoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The IFSP includes coaching of families in regards to supporting or facilitating social emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None of the above statements are relevant for my role with the ITP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Can a child be determined eligible for the Infant Toddler Program based solely on the social emotional development area?

- Yes
- No
- I don't know.

Completed: 52%



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23. What are the main barriers to providing social emotional services to children and families?

24. In regards to social-emotional development for infants and toddlers, what types of support, resources, or training would you like to receive from leadership?

Completed: 56%

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25. How beneficial do you believe additional trainings on the following topics would be for you?

	Extremely	Very	Somewhat	Not at All
Training on typical social emotional development in infants and toddlers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on assessments for social emotional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on ECO scoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on writing measurable outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Completed: 58%

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26. My preferred and most effective method for receiving training is:

- Online training modules
- In-person class
- In-person peer-to-peer learning or job shadowing
- Using a Resource Library
- Using the E-Manual
- Sessions at a Conference/Workshop
- Other

Completed: 60%

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ITP Relationships and Roles

27. Please select whether you agree or disagree with each of the following statements.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I have a good understanding of the roles and responsibilities of other professionals in Idaho who work with infants and toddlers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my team does not have the knowledge and experience to provide the necessary supports and services for an infant or toddler with social emotional needs, I personally am often unsure where to go for additional ideas and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my team does not have the knowledge and experience to provide the necessary supports and services for an infant or toddler with social emotional needs, I feel there are supports available to assist the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infant Toddler Program staff and contractors in my region are aware of and effectively collaborate with partner organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When an infant or toddler has social emotional needs, my team has the knowledge and experience to provide the necessary supports or services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not have a clear understanding of the roles of other organizations in Idaho that provide services and resources for infants and toddlers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Agree/Disagree: I have a good understanding of the roles and responsibilities of the following multi-disciplinary team members in the Infant Toddler Program:

	Agree/Disagree:	Enter a brief description of the roles and responsibilities of this team member:
Direct Service Provider	<input type="text"/>	<input type="text"/>
Service Coordinator	<input type="text"/>	<input type="text"/>

29. Please list two partner organizations, one at the local level and one at the state level, that you would like to the Infant Toddler Program collaborate with more.

	Local Level	State Level
Responses:	<input type="text"/>	<input type="text"/>

Completed: 69%

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Infant Toddler Program Quality Assurance Practices

30. How often are quality assurance activities conducted in your region?

- Annually
- Quarterly
- Monthly
- Weekly
- Ongoing
- Never
- I don't know

31. Agree/Disagree: In the region where I work, there is a follow-up process to address any areas of concern identified through a quality assurance activity.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

Completed: 76%

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32. Please provide one suggestion that the Infant Toddler program could implement to improve the quality of the program.

Completed: 78%

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Infant Toddler Program Data

33. I understand how the data I enter into ITPKIDS makes an impact on the program and on clients.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I understand how the data I enter into ITPKIDS makes an impact on the program and on clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find entering data into the ITPKIDS system to be confusing and difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more training on using the ITPKIDS system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend too much time just trying to find what I want on ITPKIDS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have watched the ITPKIDS training videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would describe ITPKIDS as user friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Completed: 82%

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34. For each type of data, first say whether you agree or disagree with this statement:

I understand how this data piece makes an impact on the Infant Toddler Program.

Then, rate the importance of timely entry of information for each data piece.

	Agree/Disagree	Importance of Timely Data Entry
Intake Activities	<input type="text"/>	<input type="text"/>
IFSP Services	<input type="text"/>	<input type="text"/>
CSRs	<input type="text"/>	<input type="text"/>
Transitions	<input type="text"/>	<input type="text"/>
Exits	<input type="text"/>	<input type="text"/>
ECO Scoring	<input type="text"/>	<input type="text"/>

Completed: 84%



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35. Please indicate whether you agree/disagree with the following statements.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I have the technology and equipment I need to complete my job duties in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to complete my job duties, including timely data entry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Completed: 86%

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36. I believe that I am short _____ hours per week to complete my job duties. (Enter a number)

37. Please provide at least one suggestion for changing the Infant Toddler program to improve its efficiency, or that would make you personally more efficient at your job.

Completed: 91%

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38. In what area would say the Infant Toddler Program is doing well?

39. In what area does the Infant Toddler program most need to improve?

40. Please use this space to provide any additional comments.

Thank you for completing the Infant Toddler Program survey!

Completed: 100%