



VERMONT EARLY CHILDHOOD SPECIAL EDUCATION
SURVEY ON the IEP/EARLY CHILDHOOD OUTCOMES
PROCESS

The purpose of this survey is to gather information about how embedding the Early Childhood Outcomes into the IEP process is being implemented. The results of this survey will be used to improve the quality of the IEP process, the outcomes data collection process, and determination of child progress.

The survey takes about 15 minutes to complete. We encourage you to complete the survey all at once. However, your responses on the page will be stored in your browser's cache each time you hit "Next". If needed, you can stop at the end of any page and return to finish the survey later as long as you return to the same computer, use the same internet browser, and do not clear your browsing history or cache in between. Please submit this survey by Tuesday, December 15 2015.

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/district. Findings will be reported using overall responses from the whole group of survey participants.

SURVEY ON the IEP/EARLY CHILDHOOD OUTCOMES

Section 1: About Your Training and Experience with the IEP/Early Childhood Outcomes

1. At present, approximately how many entry IEPs with the Early Childhood Outcomes embedded have you completed? Count all IEP/Early Childhood Outcomes where you had any involvement in identifying the rating. Examples include: discussing the rating with others, facilitating discussions with others, and/or completing the IEP form with outcomes yourself.

- None
- 1-10
- 11-30
- 31-50
- > 50

2. At present, approximately how many exit/progress IEPs with the Early Childhood Outcomes embedded have you completed? Count all IEP/Early Childhood Outcomes where you had any



involvement in identifying the rating. Examples include: discussing the rating with others, facilitating discussions with others, and/or completing the IEP form with outcomes yourself.

- None
- 1-10
- 11-30
- 31-50
- > 50

3. Have you received information or training about the IEP/Early Childhood Outcomes process?

- Yes
- No

Answer If 3. Have you received information or training about the IEP/Early Childhood Outcomes process? Yes Is Selected

3.a. 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 IEP/Early Childhood Outcomes training materials
- One-on-one training
- Ongoing feedback from a supervisor or program director
- Website resources (e.g., ECTA Center or state website)
- I provide training on the IEP/Early Childhood Outcomes to others
- Preservice training
- Other: (please describe) _____

4. How many total hours have you spent since 2012 being trained or learning about the IEP/Early Childhood Outcomes process? Give your best estimate.

- None
- < 1 hour
- 1-2 hours
- 3-4 hours
- 5-8 hours
- 9-15 hours
- >15 hours



5. On average, how long does it take to identify a child's early childhood outcome ratings and provide documentation during the IEP meeting?

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 IEP 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
- >60 minutes

6. Have you ever used the ECO decision tree?

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

Answer If Have you ever used the ECO decision tree? Yes Is Selected

6.a. How helpful is the ECO decision tree in reaching a rating?

- Very helpful
- Helpful
- Not helpful
- Not at all helpful

7. Please rate HOW TRUE the following statements are. Check one response per row.

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
a. 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"/>
b. 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"/>
c. I understand the difference between functional skills and discrete skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 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"/>
e. I understand why we are collecting child outcomes data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. 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"/>

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Section 2: About Knowledge and Skills Related to the IEP/Early Childhood Outcomes Process

7. Please rate HOW TRUE the following statements are. Check one response per row.

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
a. 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"/>
b. I know how to discuss the child's functional skills in the 3 outcome areas with others who know the child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. 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"/>
d. I know how to collect information about the child's functional skills across settings and situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I know how to compare the child's functional skills to age-expected functional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I know how to talk with families about age-expected functional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. 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"/>





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Section 3: About Your Experience with the IEP/Early Childhood Outcomes Meetings

9. In HOW MANY of your IEP/Early Childhood Outcomes meetings have you experienced the following? Check one response per row.

g. 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"/>
h. 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"/>
i. 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"/>
j. 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"/>
k. 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"/>
l. 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"/>

10. Which of the following assessments do you use to inform the IEP Early Childhood Outcomes ratings?

- TS Gold
- Battelle Developmental Inventory
- AEPS
- Transdisciplinary Play-Based Assessment
- Other (please specify): _____

11. When does your team determine entry, exit and progress ratings?

- We come to the IEP meeting with the ECO ratings selected and share with the family during the meeting
- We determine the ECO ratings in the meetings with the family
- We wait until after the meeting to determine the ECO ratings



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Section 4: About Experiences with the IEP/Early Childhood Outcomes Process

13. Please rate HOW TRUE the following statements are. Check one response per row.

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
a. Information from assessment tools we use is very helpful in determining ECO ratings for the three outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I receive feedback from someone such as a supervisor on the IEP early childhood outcomes ratings or the IEP form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ECO 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"/>
d. The IEP with the early childhood outcomes embedded 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"/>
e. The Part C/EI exit COS rating is used to inform the entry ratings for Part B.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ongoing support at the district level related to the IEP/Early Childhood Outcomes summary process is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>g. Ongoing support at the state level related to the IEP/Early Childhood Outcomes summary process is adequate.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>h. ECO ratings are more accurate when parents are present for the rating decision.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>i. It is difficult for individuals involved in identifying ECO ratings to reach consensus on one or more of the three outcomes.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>j. I receive helpful feedback from district staff about the IEP early childhood outcomes form.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>k. I receive helpful technical assistance from state staff when needed that helps inform the completion of the IEP or the ECO ratings.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Have you ever gone back and looked at previous IEP/ECO entry ratings and thought some of the ratings should have been different?

- YES, and I thought the ratings were TOO HIGH.
- YES, and I thought the ratings were TOO LOW.
- YES, but I thought the ratings were ACCURATE.
- NO, I have never gone back and looked at previous ratings.

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Section 5: About program/district activities

15. Please indicate "yes" or "no" for the following statements. Check one response per row. Currently, someone at our program/district...

	Yes	No	Don't Know
a. ...checks the child outcome portion of the IEP after it is completed to ensure the ECO ratings are accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...provides feedback to those who are involved in the IEP and the ECO ratings determination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...is available to provide me with ongoing support if I ask for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...trains professionals new to the IEP/early childhood outcomes process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 6: Impact of the IEP/Early Childhood Outcomes Process on Practice/Services

16. Please rate HOW TRUE the following statements are. Check one response per row.
Embedding the Early Childhood Outcomes into the IEP process...

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
a. ...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"/>
b. ...leads to better functional IEP goals, objectives and outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...improves the way we work as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...helps me think about children's functional skills across settings and with different people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...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"/>
f. ...helps me think about children's progress over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...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"/>
h. ...improves the assessment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. ...helps focus discussion on the "whole child."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



17. As a result of embedding the early childhood outcomes in the IEP process, have there been positive effects on your practice or provision of services that are not included in the questions above?

- Yes
- No

Answer If 17. As a result of embedding the early childhood outcomes in the IEP process, have there been positive effects on your practice or provision of services that are not included in the questions above? Yes Is Selected

Please describe the positive effects on your practice or provision of services that were not included above.

18. Have there been any challenges or barriers to your practice or provision of services as a result of embedding the early childhood outcomes in the IEP process?

- Yes (please describe): _____
- No (please explain): _____

19. Overall, what has been the impact of embedding the early child outcomes into the IEP process on your work with children and families?

- Very Positive
- Positive
- Neutral
- Negative
- Very Negative



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Section 7: About You

20. Which of the following describe your professional role in your program? Check all that apply.

- Early Childhood Special Education teacher
- General Education Teacher
- Speech-Language Pathologist
- Speech-Language Pathologist Assistant
- Occupational Therapist
- Occupational Therapy Assistant
- Physical Therapist
- Physical Therapy Assistant
- Psychologist
- Evaluator
- Social worker / Counselor
- Nutritionist
- Other: (Please describe) _____

21. How long have you been working with (i.e., providing services to) children from birth to age five WITH disabilities?

- < 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- >10 years

22. Have you worked, in any capacity, with children from birth to age five WITHOUT disabilities (e.g., child care, teaching, assessment)?

- Yes
- No

Answer If Have you worked (in any capacity) with young children birth to five without disabilities? (e.g., child care, teaching, assessment) Yes Is Selected

How long have you worked with children from birth to age five WITHOUT disabilities?

- < 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- >10 years



23. Please indicate what type of software you use to develop IEPs.

- GoalView
- DocuSped
- Case-e
- Other: (Please Describe) _____

24. Please indicate the Supervisory Union or School District for which you work. Select one from the drop-down list.

- Select one
- Addison Northeast
- Addison Northwest
- Addison Central
- Addison Rutland
- Southwest Vermont
- Bennington Rutland
- Colchester
- Caledonia North
- Caledonia Central
- Milton
- St. Johnsbury
- Chittenden East
- Chittenden Central
- Chittenden South
- Burlington
- South Burlington
- Winooski
- Essex Caledonia
- Essex North
- Franklin Northeast
- Franklin Northwest
- Franklin West
- Franklin Central
- Grand Isle
- Lamoille North
- Lamoille South
- Orange East
- Orange Southwest
- Orange North
- Orange Windsor
- North Country
- Washington Central
- Rutland South



- Orleans Central
- Orleans Southwest
- Rutland Northeast
- Rutland Central
- Rutland Southwest
- Rutland City
- Washington Northeast
- Washington West
- Washington South
- Montpelier
- Windham Central
- Windham Northeast
- Windham Southeast
- Windham Southwest
- Windsor Northwest
- Windsor Central
- Windsor Southeast
- Hartford
- Dresden
- Springfield
- Blue Mountain
- Essex Town
- Battenkill Valley
- Barre
- Two Rivers
- Rivendell



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Section 8: About Your Ideas to Improve the IEP/Early Childhood Outcomes Process and Other Comments

25. Is there anything else you want to tell us about embedding the Early Childhood Outcomes into the IEP process?

This completes your survey! If you're interested in receiving other training or support on the IEP or the ECO ratings determination processes, please provide your name and email below or email Kate Rogers at kate.rogers@vermont.gov:

First Name

Last Name

Email

Your email will be confidential and only used for the purposes of keeping you informed.

Press "Submit" below if you are finished or press "back" to review the other sections or make changes. Once you submit, you will be redirected to your response report which you may print or save for your records. Thank you for your time and thoughtfulness.