

## **Appendix H**

### ***Root Cause Interview Questions***

## Root Cause Interview Questions 3-11-08

As part of the Wyoming Department of Health, Developmental Disabilities Division's General Supervision and Monitoring System under Part C of IDEA, regional programs that have been selected for an onsite visit are required to investigate the underlying reasons contributing to the program's noncompliance and/or low performance.

The purpose of this document is to provide ideas for questions to consider when designing interviews, focus groups or other data collection strategies for investigating the root causes of noncompliance and/or low performance.

This document is not an interview protocol. A quality interview protocol is individualized to the interviewee(s), begins with an introduction, has more simple items leading to more complex questions, and has a logical sequence for the interviewee. As state staff and the onsite review team prepare interview protocols that are individualized to the persons and the program, they may wish to borrow and/or adapt items from this document as appropriate. For example, a program that is experiencing problems with child find efforts (indicators 5 and 6) might consider the questions presented here for indicators 5 and 6. They would develop a protocol with a logical sequence beginning with questions about child find for all children birth to age 3 years (indicator 6) followed by questions about specific strategies and issues for infants age 1 year and under (indicator 5). A parent interview, however, would likely take a more chronological flow so that the parent is not asked about the IFSP process before being asked about how they found out about the early intervention program.

Since programs will be investigating root causes of just those indicators that are problematic in the program, the possible interview questions are presented here by indicator. Due to the inter-related nature of the indicators, a cross-reference of related indicators is provided for consideration as one develops an interview protocol.

Root Cause Interview Questions  
3-11-08

| Indicator  | Administrator Questions  | Provider Questions  | Family Member Questions   |
|--|--|---|---|
| <p>1. Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner</p>                               | <p>Tell me about how your agency ensures that services are provided in a timely manner. (Probe about policies, procedures, training, supervision, monitoring, etc.)</p> <p>(Looking at one or more files where services did not meet the required timeline) I noticed that in ___ cases, the IFSP services were not timely. What were the reasons?</p> <p>What do you see as the barriers for ensuring early intervention services start in a timely manner?</p> | <p>Tell me about how you ensure that services are provided in a timely manner.</p> <p>(Looking at one or more files where services did not meet the required timeline) I noticed that it took about ___ days before services began. What was the reason?</p> <p>What do you see as barriers that prevent IFSP services from being provided in a timely manner?</p>  | <p>Tell me about the services you are receiving.</p> <p>After the IFSP meeting, how soon did you and your baby begin receiving services?</p> <p>How did you feel about the timing of services you received?</p> <p>(For a family where at least one service did not begin in the required timeline) I noticed that it took about ___ days before your services began. What was the reason for this?</p> |
| <p>2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children</p> | <p>Tell me about how your agency meets the mandate to provide services in natural environments. (Probe about policies, procedures, training, supervision, monitoring, etc.)</p> <p>What do you consider an adequate justification for delivering services in other than a natural environment? Can you describe a few examples? What if any activities were planned to</p>   | <p>Consider the children and families on your caseload (to whom you provide services?), describe whom you work with and where you meet them for services. How is that decided?</p> <p>Tell me what you do when you begin working with a child. What information do you have when you start? How do you find out about a family's daily routines and activities?</p> | <p>Tell me about the services you are receiving: who visits your child and family; where do services (visits) take place? Do service providers meet with other caregivers and your child? If so, tell me about with whom, where and for what purpose.</p> <p>How well do you feel the services fit into the normal routines and activities of your family?</p>  |

| Indicator  | Administrator Questions   | Provider Questions   | Family Member Questions  |
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|  | <p>move those services to a more natural environment?</p>   | <p>How do you weave your services into the daily lives and routines of families? Tell me how you assist families in implementing activities in their daily routines.</p> <p>What barriers prevent you from providing services that are incorporated into the normal routines of the family?</p>  | <p>Tell me about how providing these services in your normal routines and activities have helped your child and your family?</p>   |
| <p>3-1. Percent of infant and toddlers who have completed Child Outcomes Summary Forms:</p> <p>A. Near entry;</p> <p>B. Near exit for those who were in program at least 6 months; and</p> <p>C. That are high quality with ratings that reflect child's functioning in the 3 outcome areas.</p> | <p>Tell me about how your agency ensures that services help children develop positive social relationships, acquire and use knowledge and skills including early language and communication, and use of appropriate behaviors to get their needs met? (Probe about policies, procedures, training, supervision, monitoring, etc.)</p> <p>(Looking at the data for the program) How do you feel about the percent of children demonstrating improved _____ (ask about each outcome area) in your program? Does the data seem accurate? Why or why not? How does the data relate to the kinds of kids and families you serve (disability, culture, age, etc)?</p> | <p>How do you monitor a child's progress with regard to improved social relationships, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs?</p> <p>(Looking at the data for the program) How do you feel about the percent of children demonstrating improved _____ (ask about each outcome area) in your program? Does the data seem accurate? Why or why not? How does the data relate to the kinds of kids and families you serve (disability, culture, age, etc)?</p> <p>Tell me how you accommodate families from culturally and linguistically diverse</p> | <p>Tell me about how early intervention is working on helping your child participate in activities at home, in the community or other places your family goes?</p> <p>How are the early intervention services supporting your child in having positive social relationships?</p> <p>How are the early intervention services supporting your child in learning and using new skills?</p> <p>How are the early intervention services supporting your child in getting their needs met (e.g. eating/feeding, toileting, communicating his/her wants and needs)?</p> |

| Indicator  | Administrator Questions  | Provider Questions   | Family Member Questions  |
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| <p>3-2. Percent of infants and toddlers with IFSPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication); and</p> <p>C. Use of appropriate behaviors to meet their needs.</p> <p><b>(SPP/APR Indicator #3)</b></p> | <p>Tell me how you accommodate families from culturally and linguistically diverse backgrounds.</p> <p>What if anything would you change to improve the quality of services in your program? Are there ways you could improve services that would result in better outcomes for children?</p>  | <p>backgrounds.</p> <p>What if anything would you change to improve the quality of services in your program? And/or ... Are there ways you could improve services that would result in better outcomes for children?</p>   | <p>Do you think the way services have been provided are respectful or appropriate to your language and culture? Can you describe examples of how services did or did not fit your language and culture?</p>  |
| <p>4. Percent of families participating in Part C who report that early intervention services have helped the family: a) Know their rights; b) Effectively communicate their children's needs; and c) Help their children develop and learn</p>  | <p>Tell me how your agency helps families to know their rights?</p> <p>Describe the resources and activities your agency uses to help families effectively communicate their children's needs?</p> <p>What does your agency do to assure that families improve their capacity (or confidence and competence?) to help their children develop and learn?</p> <p>(Probe in all 3 questions about policies, procedures,</p> | <p>When and how do you share information with families about their procedural safeguards and rights?</p> <p>Describe your level of comfort with explaining rights and safeguards to families.</p> <p>What supports or resources do you have when you encounter a difficult question about assuring or explaining rights and safeguards?</p> <p>When and how do you support families in effectively</p> | <p>Families of children with special needs have procedural safeguards and rights, including what to do if you are not satisfied with services. How familiar is your family with your rights and safeguards?</p> <p>How has early intervention helped your family <u>know and understand your rights</u>?<br/>Probes: Did you receive ___ a handbook or statement of rights and safeguards (use the words used in WY)<br/>When and how were these</p> |

| Indicator   | Administrator Questions  | Provider Questions   | Family Member Questions   |
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|   | <p>materials, training, supervision, monitoring, etc.)</p> <p>Tell me how you accommodate families from culturally and linguistically diverse backgrounds.</p> | <p>communicating their children's needs?</p> <p>When and how do you help families learn how to help their children develop and learn?</p> <p>Tell me how you accommodate families from culturally or linguistically diverse backgrounds.</p> | <p>rights and safeguards explained to you?</p> <p>What could you do if you were not happy with the EI services? Probe by asking what else you could do or what if the activity mentioned didn't fix the problem.</p> <p>How familiar is your family with your child's special needs? How has early intervention helped your family <u>effectively communicate your child's needs to others</u>? Can you describe an example and the particular resources or activities that helped?</p> <p>How has early intervention helped your family be able to <u>help your child develop and learn</u>? Can you describe some examples of how EI helped you understand more about how your family can help your child learn new things?</p> |
| <p>5. Percent of infants and toddlers birth to 1 with IFSPs</p> | <p>What child find/public awareness materials and strategies are specifically designed for finding the</p>   | <p>What child find/public awareness materials and strategies are specifically designed for finding the</p>   | <p>How did you first learn about the early intervention program? (Probe about materials, resources, referral</p>  |

| Indicator | Administrator Questions  | Provider Questions  | Family Member Questions |
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|           | <p>youngest children under 1 year?</p> <p>What are referral sources most likely to refer the youngest children?</p> <p>How frequently and appropriately do they refer infants?</p> <p>Looking at the data on numbers of children under 1 referred to your agency, it appears you are not able to identify infants as are other agencies in you state. What are the reasons?</p> <p>Describe any strategies you've tried that have improved appropriate referrals from various sources.</p> <p>How are professionals educated about referral, screening and eligibility in your area?</p> | <p>youngest children under 1 year?</p> <p>Do you feel that the public awareness materials are effective? Why or why not?</p> <p>Tell me how you and others from your agency participate in screenings for children.</p> <p>Tell me about the screening process -- Which agencies are involved? Is it timely? Have you received any feedback on effectiveness?</p> <p>Do you feel that the screening process in this area is truly interagency? Why or why not? What suggestions would you have for improvement?</p> <p>How are you and others from your agency educated about eligibility requirements and keep abreast of any new developments or changes?</p> <p>Tell me about the referral process. Who are the most important sources of referrals of infants? How appropriate are the referrals you receive?</p> | <p>sources)</p>         |

| Indicator   | Administrator Questions   | Provider Questions   | Family Member Questions   |
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|   |   | <p>Are most infants eligible?<br/>What happens after a referral is made? How is the process documented?</p> <p>What factors affect your ability to identify the youngest children? Do you have suggestions for how the program might improve the identification process?</p>   |   |
| <p>6. Percent of infants and toddlers birth to 3 with IFSPs</p> | <p>What child find/public awareness materials and strategies are designed for finding young children birth to age 3?</p> <p>What are referral sources most likely to refer children?</p> <p>How frequently and appropriately do they refer children?</p> <p>Looking at your agency data compared to other agencies in the state, it appears that you are not identifying as many children as other agencies in you state. What barriers or challenges do you see to identification?</p> <p>Describe any strategies you've</p> | <p>What child find/public awareness materials and strategies are designed for finding young children birth to age 3?</p> <p>Do you feel that the public awareness materials are effective? Why or why not?</p> <p>Tell me how you and others from your agency participate in screenings for children.</p> <p>Tell me about the screening process -- Which agencies are involved? Is it timely? Have you received any feedback on effectiveness?</p> <p>Do you feel that the screening process in this area is truly interagency? Why or why not?</p> | <p>How did you first learn about the early intervention program? (Probe about materials, resources, referral sources)</p> |

| Indicator  | Administrator Questions  | Provider Questions   | Family Member Questions  |
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|  | <p>tired that have improved appropriate referrals from various sources.</p> <p>How are professionals educated about referral, screening and eligibility in your area?</p>  | <p>What suggestions would you have for improvement?</p> <p>How are you and others from your agency educated about eligibility requirements and keep abreast of any new developments or changes?</p> <p>Tell me about the referral process. Who are the most important sources of referrals of infants? How appropriate are the referrals you receive? Are most infants eligible? What happens after a referral is made? How is the process documented?</p> <p>What factors affect your ability to identify young children? Do you have suggestions for how the program might improve the identification process?</p> |  |
| <p>7. Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline</p> | <p>Describe the typical flow of activities from referral to the initial IFSP meeting. Tell me about how your agency ensures that each step of the process is effective and efficient and that initial IFSP meetings were conducted within 45 day timeline.</p> | <p>Describe the typical flow of activities from referral to the initial IFSP meeting. Tell me about how you ensure that each step of the process is effective and efficient and that initial IFSP meetings are conducted within 45 day timeline.</p>   | <p>Tell me about your earliest experiences with the early intervention program. Probes: Tell me about the process of gathering information about your priorities and concerns and your child. Were early contacts timely? Did you feel</p> |

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|   | <p>How does the agency assure that families are comfortable, fully included in the process, information sharing and team decisions?</p> <p>Describe any adaptations for culturally or linguistically diverse families.</p> <p>(Looking at one or more files where initial IFSP was not developed in 45 days) I noticed that in at least ___ cases the timelines were not met. What were the reasons?</p> <p>What do you think are the barriers for ensuring IFSPs are conducted within 45 days?</p> | <p>How do you assure that families are comfortable, fully included in the process, information sharing and team decisions?</p> <p>Describe any adaptations for culturally or linguistically diverse families.</p> <p>(Looking at least one file where initial IFSP did not meet the required timeline) I noticed that it took about ___ days before initial IFSP. What was the reason?</p> <p>What do you think are the barriers to developing the initial IFSP within 45 days?</p> | <p>comfortable sharing information? Did providers learn enough to understand your priorities, concerns, interests and your child's development, skills and abilities? Did providers include you in the evaluation and assessment process and share information with you? Did it seem like the time from referral to the first IFSP meeting was well spent and helpful in preparing you for that meeting? How did service providers include you in decisions about how these early activities were done and what services you would receive?</p> <p>(For a family where the timeline was longer than 45 days) I noticed that it took about ___ days from referral to your initial IFSP meeting. What were the reasons for the delay?</p> |
| <p>8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other</p> | <p>Tell me how your agency coordinates with other agencies to support families during transition.</p> <p>Probe about policies and</p>   | <p>Tell me about how you prepare families for transition.</p> <p>What kinds of steps do you put on the IFSP to prepare children and families for</p>  | <p>Tell me about your child's transition out of early intervention when your child turned 3 years old.</p> <p>How did early intervention</p>  |

| Indicator  | Administrator Questions   | Provider Questions   | Family Member Questions  |
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| <p>appropriate community services by their third birthday including: a) IFSPs with transition steps and services; b) Notification to LEA, if child potentially eligible for Part B; and c) Transition conference, if child potentially eligible for Part B</p> | <p>procedures: notification to and coordination with the LEA; coordination with other agencies/ programs; information shared with families about potential supports and services.</p> <p>Data about the transition requirements indicate problems in meeting the requirements. Do the data seem accurate? What are barriers to accurate data and meeting transition requirements?</p> | <p>transition?</p> <p>What information and resources do you share with families to help them make decisions about what to do when they age out of early intervention?</p> <p>How do you work with preschool special education to you prepare families and then conduct the transition meeting?</p> <p>Tell me about how you coordinate with other programs or agencies and otherwise support children and families to ensure smooth transitions to various settings or next steps?</p> | <p>prepare you for the transition? Were there steps on your IFSP to prepare you for the transition?</p> <p>Did you get information about different options for your child and family after early intervention?</p> <p>(If family went to preschool special education) Did you meet with early intervention and the preschool special education program? How did that help you and your child?</p> <p>In hindsight, how well prepared were you and your child? Was it a smooth transition?</p> <p>How could early intervention better prepare children and families for transition?</p> |
| <p>9. Percent of noncompliance findings that are corrected within one year by each component of the general supervision system (desk audit, self-assessment, complaints, hearings, onsite monitoring visits). <b>(this is a modified version of</b></p>        | <p>How do you ensure that your agency identifies and corrects noncompliance (through monitoring, complaints, hearings, etc.)?</p> <p>Tell me about your process when you receive a complaint or a request for hearing? What</p>   | <p>How do you learn about early intervention requirements and best practices? What trainings and supports are available to you?</p> <p>Are you aware that the state monitors local programs for compliance with federal laws?</p>  | <p>Have you ever contacted the early intervention program because you were unhappy with the services you were getting? Tell me about that process. Was your concern ever resolved?</p>   |

| Indicator  | Administrator Questions  | Provider Questions   | Family Member Questions |
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| <p>SPP/APR Indicator #9)</p>   | <p>steps do you take? Who is involved? Describe any recent complaints and how those were resolved. How do you track those formal and informal complaints?</p> <p>Describe your local system of monitoring including your online data entry and checks, self-assessment, onsite visits from state, CAPs, etc)? Who is involved? How have you shared the monitoring data and information with staff? How have you used data to improve your program?</p> <p>Have you ever had a corrective action plan? If yes, tell me about how that process worked. Was it an effective way to ensure that your agency corrected noncompliance?</p> | <p>What is your role in the monitoring process?</p> <p>Have you ever been aware of a corrective action plan in your agency? If yes, what was the area of noncompliance? What was your role related to the CAP?</p> <p>How do you learn about your performance through local monitoring? How have you used data to improve your work?</p> |                         |
| <p>10. Regional program reported data (child count and exiting data, monthly data entry, contract submission requirements, CAPs, etc.) are timely.</p> | <p>How does your agency ensure that local/regional data is reported to the state in a timely manner?</p> <p>Look specifically at where the agency was unable to report data in a timely way (June 30<sup>th</sup> child count, December 1<sup>st</sup></p>   | <p>What is your role in providing data for you local program to the state?</p> <p>How do you ensure that ongoing IFSP data is entered monthly?</p> <p>How do you help provide CAP</p>  |                         |

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|   | <p>child count, ongoing IFSP data monthly, personnel list submitted with contract, self assessment data submitted annually, CAP data submitted on time, findings from complaint investigations).<br/>           What barriers or challenges have led to the inability to meet the timelines?</p>  | <p>data on time?</p>  |                         |
| <p>11. Percent of children's evaluations/assessments that are: a) Conducted by qualified personnel; and b) Completed in all developmental areas, including vision and hearing</p> | <p>How do you monitor to ensure evaluations/assessments are conducted by qualified personnel?</p> <p>Who on your staff conducts evaluations and assessments? Do they meet state standards for qualified personnel? Do you have adequate numbers of qualified staff to meet demands? Describe any barriers to having qualified personnel conduct evaluations and assessments.</p> <p>Describe program policies and procedures for assuring eval/assessments are conducted in all developmental areas, including vision and hearing<br/>           Describe barriers in meeting this requirement.</p> | <p>Do you conduct evaluations/assessments?</p> <p>How do you ensure that evaluations/assessments are conducted in all developmental areas, including vision and hearing?</p> <p>(Refer to specific files where all areas are not included) In looking at some cases, some children do not have evaluations/assessment in all areas. What was the reason? What are the challenges/barriers to conducting evaluations/assessments in all developmental areas, including vision and hearing?</p> |                         |

| Indicator   | Administrator Questions   | Provider Questions  | Family Member Questions  |
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| <p>12. Percent of children whose parents received procedural safeguards at the appropriate times including: a) written prior notice before proposing or refusing to initiate or change the identification, evaluation, or placement of the child or the provision of EI services to the child and family; b) consent prior to conducting the evaluation and assessment; and c) consent prior to providing IFSP services</p> | <p>How does your agency ensure that parents receive procedural safeguards at all appropriate times?</p> <p>How does your agency track that parents have received procedural safeguards?</p> <p>How do you train and support staff to ensure they understand their role in providing parents with procedural safeguards?</p> | <p>Tell me about how and when you inform families about their rights and procedural safeguards?</p> <p>When do you or others provide families with written prior notice?</p> <p>How do you document that notice has been provided?</p> <p>When do you obtain written consent from families?</p> | <p>The early intervention program is required to give you written notice and obtain your consent for actions and changes related to your services.</p> <p>Tell me about the written information you have received from early intervention about your rights and safeguards? How were they explained to you?</p> <p>Do you remember receiving information in writing that an evaluation and assessment was scheduled for a specific time and place and why it was necessary? Do you remember providing consent to allow EI to conduct the evaluation and assessment of your child? Did you receive a written notice about where and when the IFSP meetings would be held and the reason for the meeting? Do you remember providing consent for EI to provide IFSP services?</p> <p>If there were changes to the</p> |

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|   |   |  | services, did you receive written notice of the changes and/or meeting to discuss them and the reasons?   |
| 13. Percent of children for whom services are provided: a) as outlined on the IFSP; and b) by qualified personnel | <p>Tell me about how you monitor that all IFSP services are being provided as written?</p> <p>What kinds of challenges prevent services from being delivered as written?</p> <p>How do you address situations when you find services are not provided as outlined on the IFSP?</p> <p>How do you monitor that services are provided by qualified personnel?</p> <p>What kinds of challenges prevent services from being delivered by qualified personnel? (Probe about shortages, turnover, recruitment, etc)</p> | <p>Tell me about how you make sure IFSP services are provided as written.</p> <p>How do you document service delivery?</p> <p>How do you monitor that all IFSP services are being provided as written?</p> <p>What kinds of challenges prevent services from being delivered as written?</p> <p>How are individual providers identified for providing services on an IFSP?</p> | <p>Tell me about the services you are receiving.</p> <p>Are you receiving the services as they are written on your IFSP?</p> <p>If not, how and why do you feel they are different?</p> <p>Who are the different professionals that support you and your child?</p> |
| 14. Percent of children who received timely IFSP meetings: a) 6 month reviews; and b) Annual IFSP evaluation      | How does your agency ensure that 6 month and annual IFSP evaluations occur? What kind of policies or procedures are in place to remind staff of these necessary meetings?   | Tell me about how you conduct 6 month and annual IFSP evaluations to track ongoing progress and ensure IFSP goals are appropriate.   | <p>The EI program is responsible for reviewing your IFSP every 6 months.</p> <p>Describe how these 6 month and annual IFSP reviews went</p>   |

| Indicator   | Administrator Questions  | Provider Questions  | Family Member Questions  |
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|   | <p>What are barriers to holding timely meetings? Are there particular concerns for any particular part of the population you serve?</p>  | <p>How do you schedule and track meetings to ensure all children and families get these meetings?</p> <p>How do you document and track these meetings?</p> <p>What are barriers to holding timely meetings? Are there particular concerns for any particular part of the population you serve?</p>  | <p>for you. Probes: were the meetings timely, convenient, helpful in reviewing your child's progress, did you agree to keep some outcomes and strategies and services or did you help to develop new outcomes and the strategies and services to achieve them. How successful were the meetings in making sure your IFSP addressed your priorities and made good plans for next steps for you and your child?</p>                              |
| <p>15. Percent of children who's IFSP includes: a) Outcomes that are measurable; b) Outcomes that are related to family priorities, concerns and resources; c) Outcomes that are functional and reflect the child and family's every day routines and activities; and d) Strategies/activities designed to support the capacity of the family to enhance the child's development.</p> | <p>Tell me about how your agency trains and supports providers in writing quality IFSPs.</p> <p>Tell me about your agency's ability to provide culturally and linguistically appropriate services.</p> | <p>How do you find out about families' priorities, concerns and resources?</p> <p>How do you find out about families' every day routines?</p> <p>Tell me about how you write IFSP outcomes. How do you use child and family assessment information to develop IFSP outcomes? How do you assure outcomes are functional for the child and family?</p> <p>How do you decide where to provide services? And/or How do you weave services into families' every day routines</p> | <p>Tell me how you helped develop your IFSP.</p> <p>How well do the outcomes match your family's concerns, priorities and interests?</p> <p>How well do the IFSP services and supports meet your child's and family's needs and interests?</p> <p>Is your IFSP written in a way that makes sense to you and your family?</p> <p>When and where do you receive your early intervention services? In developing your IFSP, were you asked to</p> |

| Indicator  | Administrator Questions  | Provider Questions   | Family Member Questions   |
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|  |  | <p>and activities?</p> <p>Describe how you use child and family outcomes to identify needed services and supports? What factors do you consider to determine the frequency of services?</p> <p>How do you develop IFSP strategies and activities to achieve child and family outcomes?</p> <p>Tell me about how you accommodate families from culturally and linguistically diverse backgrounds.</p> <p>How do you monitor progress on child and family outcomes?</p> <p>Tell me what a quality IFSP means to you.</p> | <p>describe your daily routines and activities? How well do you feel your services fit into your family's daily routine?</p> <p>Tell me how your services have impacted your family capacity to support your child's learning and development?</p> <p>Describe the progress you and you child are making towards accomplishing the outcomes you think are important.</p> <p>Tell me how services have been provided so that your language and culture were respected.</p> |
| <p>16. Percent of children whose IFSPs include a statement/description of the child's developmental status in all areas including: a) The child's functional skills (in each area); and b) The child's developmental levels (in each area)</p> | <p>Tell me how your agency ensures that every IFSP includes a statement/description of the child's functional skills and developmental status in all areas?</p> <p>How does your agency train and support staff in writing</p> | <p>Tell me about what you write on a child's IFSP as far as the statement/description of the child's developmental status.</p> <p>How comfortable are you with knowing how to write about functional skills? Are you comfortable using language that is understandable and</p>   |   |

| Indicator  | Administrator Questions   | Provider Questions  | Family Member Questions |
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|  | <p>IFSP statements/ descriptions of a child’s functional skills and developmental status in all areas? What challenges or barriers do you see in this area?</p> | <p>functional rather than discipline specific language or language that uses a lot of professional jargon?</p> <p>How comfortable are you with knowing how to write developmental levels in each area?</p> <p>What training or support have you received or who can you turn to for help writing good descriptions of a child’s developmental status and functional skills?</p>   |                         |
| <p>17. Percent of children whose eligibility determinations included the use of clinical opinion</p> | <p>Tell me about how your agency supports the use of clinical opinion for eligibility determination. (Probe about policies, procedures, guidance, etc.)</p>     | <p>Tell me about how you use clinical opinion as a part of eligibility determination.</p> <p>Describe an example of when you used clinical opinion to determine eligibility.</p> <p>How often do you use clinical opinion as a part of eligibility determination?</p> <p>Are you comfortable using clinical opinion as part of eligibility determination? Why or Why not? What training or support have you had around the use of clinical opinion?</p> |                         |

| Indicator  | Administrator Questions  | Provider Questions  | Family Member Questions |
|--|--|---|-------------------------|
| <p>18. Percent of personnel employed by program and their contractors that meet state personnel standards/qualifications</p> | <p>Tell me about how you insure that you have sufficient number of qualified staff to provide IFSP services. (Probe on specific shortages, turnover, recruitment)</p> <p>Tell me about your policies for recruitment and retention of staff.</p> <p>How do you track the credentials of staff for providing IFSP services?</p> | <p>How long have you been a provider for the early intervention program?</p> <p>Tell me about the services you provide (OT, PT, Speech, Service Coordinator, Special Instruction, etc).</p> |                         |