

## **Appendix A - Survey**

### **Introduction**

You are being asked to participate in a voluntary research study and your choice to participate or not will not impact your job or your status in our field. The purpose of this study is to 1) identify the knowledge and skills necessary for ALL service coordinators, and 2) understand the things service coordinators value as they pertain to their professional growth and job satisfaction. Responses will be used to identify strategies to empower, support and prepare service coordinators in a consistent manner across the state. We also plan to share data with the National Service Coordination Leadership Institute and other national service coordination initiatives working to elevate the service coordination profession across the nation.

Participating in this study will involve the completion of a survey which includes multiple choice, short answer and rating scale questions. You do not have to answer any of the questions that you do not wish to answer. You will not be required to include your name in the form. Please note that you must be 18 years or older to participate and the survey can be completed in approximately 10 minutes. We do not anticipate any risk to this study greater than normal life and you may withdraw from the study at any time without penalty. Benefits to participating in this research include an opportunity to share your opinion, help identify supports needed and inform decisions, communicate the things you seek to for growth and recognition, and the ability to contribute to the improvement of service coordination in our state and the advancement of service coordination as a profession at the national level.

### **Special Instructions**

For individuals who fulfill a dual role (e.g. service coordinator and parent liaison) we ask that you respond to the survey questions from the service coordination perspective if that is your primary role.

### **Informed Consent**

1. Select your response:
  - a. I have read and understand the above introduction and consent form. I voluntarily agree to participate in this project as it has been described. I certify that I am 18 years old or older.
  - b. I have read and understand the above introduction and consent form. I do not wish to participate in this project as has been described but will still complete the survey for evaluation purposes. I certify that I am 18 years old or older.

### **Demographics**

2. Which regional office(s) do you work with?
3. Approximately how long have you been a professional in early intervention?
  - a. Less than 1 year
  - b. 1-3 years
  - c. 4-6 years
  - d. 7-10 years
  - e. More than 10 years
4. What is your educational background?
  - a. Early Childhood
  - b. Early Childhood Special Education
  - c. Psychology, Social Work or other Counseling

- d. Human Services or Related Field (e.g. Family and Consumer Sciences)
  - e. Behavioral Science
  - f. Social Science
  - g. Health Related Field
  - h. Licensed Registered Nurse
  - i. Other (please specify)
5. Please choose the title which best describes your role(s) in the Early Intervention System.

Select all that apply.

- a. Billing/Administrative
- b. Program Manager
- c. Assistant Program Manager
- d. Parent Liaison
- e. Local Interagency Council Coordinator
- f. Service Coordinator
- g. Lead Service Coordinator
- h. Social Emotional Consultant
- i. Pediatric Technical Assistance
- j. Training Program Team Member
- k. Monitoring Program Team Member
- l. Lead Agency Representative

### **Professional Growth, Satisfaction & Recognition**

This section gathers information about the things individuals value as they continue to grow as professionals in early intervention, opportunities available and barriers to advancement.

6. Please tell us the ways you seek (or would like to seek) professional growth in early intervention by rating the following by level of importance: (Likert scale: *Not important*, *Somewhat important*, or *Highly important*)
  - a. Ongoing professional learning opportunities (e.g. training or webinar offered on a specific topic of interest)
  - b. Connecting with a coach, mentor or someone to reflect with me
  - c. Participating in a Community of Practice with others in my role
  - d. Participating in a Community of Practice with other disciplines
  - e. Connecting through an informal network of service coordinators (e.g. peers in my office or from a training)
  - f. Connecting with others in this state who work in my geographic region
  - g. Connecting with others in EI outside of this state
  - h. Continuing education through college coursework or an advanced degree (e.g. earning a masters degree)
  - i. Other (please specify)
  
7. Of the opportunities listed, how high or low do they rate as a motivator for you personally? Please identify the motivation level (*Low*, *Medium*, *High*) for you regardless of its current availability in your office.
  - a. Advancement at the professional level (e.g. Lead Service Coordinator, Service Coordinator Trainer, Assistant Program Manager, etc.)
  - b. Increased leadership opportunities and responsibilities (e.g. coach, mentor, workgroup leader or representative, designated Assistive Technology Coordinator

or Service Coordinator who specializes in serving children with hearing or vision impairments).

- c. Varied levels of responsibility with workload compensation to match skills and experience (e.g. level 1 and level 2 service coordinator, trainer, coach, mentor, etc.)
  - d. Opportunity to reflect with other local supports (e.g. Program Manager, Social Emotional Consultant, or Pediatric Consultant)
  - e. Opportunities to teach, coach or mentor others
  - f. Opportunities to be coached or mentored
  - g. Opportunities to earn a bonus (e.g. quarterly compensation bonus)
  - h. Award/Acknowledgement for quality performance
  - i. Tuition reimbursement to advance education
  - j. Other (please specify)
8. What opportunities are available for individuals seeking growth, satisfaction and recognition as professionals in early intervention? Select all that are offered at your local office:
- a. Advancement at the professional level (e.g. Lead Service Coordinator, Service Coordinator Trainer, Assistant Program Manager, etc.)
  - b. Increased leadership opportunities and responsibilities (e.g. coach, mentor, workgroup leader or representative, designated Assitive Technology Coordinator or Service Coordinator who specializes in serving children with hearing or vision impairments).

- c. Varied levels of responsibility with workload compensation to match skills and experience (e.g. level 1 and level 2 service coordinator, trainer, coach, mentor, etc.)
  - d. Opportunity to reflect with other local supports (e.g. Program Manager, Social Emotional Consultant, or Pediatric Consultant)
  - e. Opportunities to teach, coach or mentor others
  - f. Opportunities to be coached or mentored
  - g. Opportunities to earn a bonus (e.g. quarterly compensation bonus)
  - h. Award/Acknowledgement for quality performance
  - i. Tuition reimbursement to advance education
  - j. N/A as I am not affiliated with a local system point of entry
  - k. Other (please specify)
9. What are the barriers to creating and attaining opportunities for individuals to advance themselves as professionals?

### **Service Coordination Knowledge and Skills**

In order to identify the knowledge and skills that are necessary for all service coordinators in the Early Intervention System we would like to hear from you as to what you think is important. When we ask about "KNOWLEDGE" we are referring to the things you feel service coordinators should know. When we ask about "SKILLS" we are referring to the things you believe service coordinators should be able to do, or skills they should demonstrate.

10. Based on your experience and understanding of service coordination, what knowledge do you think all service coordinators require in order to support families in early intervention? Reflect on what knowledge you wish you had as a new service coordinator

to help you answer the question. If you are not a service coordinator then reflect on the knowledge you think they need. (Likert scale: *Knowledge not Necessary, Preferred Knowledge, Required Knowledge*)

- a. Child Development - Typical Development
  - b. Child Development - Atypical Development
  - c. Cultural Awareness and Implicit Biases
  - d. Philosophy of Early Intervention (Developmental Model)
  - e. Role of all Team Members (including service coordinators, family and other disciplines)
  - f. 16 EI Services (what they are, what they do, and when they might be warranted)
  - g. Community-Based Services and Supports (Non early intervention services)
  - h. Part C Funding Sources (e.g. family participation fee and public/private insurance)
  - i. State Laws, Policies & Procedures for Early Intervention
  - j. Federal Laws under Part C of Individuals with Disabilities Education Act (IDEA)
  - k. Family Rights & Procedural Safeguards
  - l. Transition Options & Resources
  - m. Other (please specify)
11. What are the top three knowledge areas you would like more support with (or feel service coordinators need more support)? Check up to three.
- a. Child Development - Typical Development
  - b. Child Development - Atypical Development
  - c. Cultural Awareness and Implicit Biases

- d. Philosophy of Early Intervention (Developmental Model)
  - e. Role of all Team Members (including service coordinators, family and other disciplines)
  - f. 16 EI Services (what they are, what they do, and when they might be warranted)
  - g. Community-Based Services and Supports (Non early intervention services)
  - h. Part C Funding Sources (e.g. family participation fee and public/private insurance)
  - i. State Laws, Policies & Procedures for Early Intervention
  - j. Federal Laws under Part C of Individuals with Disabilities Education Act (IDEA)
  - k. Family Rights & Procedural Safeguards
  - l. Transition Options & Resources
  - m. Other (please specify)
12. What skills do you think service coordinators need? Reflect on the skills you wish you had when you were a new service coordinator (or could have if you are still working to develop them) in order to effectively carry out your role and responsibilities. IF you are not a current service coordinator then reflect on what skills you think they need based on what you know about their role. (Likert scale: *Skills not Necessary*, *Preferred Skill*, *Required Skill*)
- a. Coordinating & Conducting Skills - e.g. organizing, managing and carrying out service coordination activities outlined in Part C of IDEA
  - b. Advocacy Skills - e.g. support family participation, family's decision making abilities, family empowerment and access to early intervention and non early intervention resources, services, and supports



- c. Teaming & Collaboration - e.g. flexibility, ability to adapt, consensus building, conflict resolution, and problem-solving skills
- d. Communication Skills - e.g. explaining family rights, procedural safeguards in the early intervention system in a simplified way, using the family's native language and "people first language", listening to family's cues, and validating and understanding the family's goals for their child
- e. Time Management/Organizational Skills - e.g. managing your calendar, time sensitive deadlines, prioritization, and clear/concise documentation
- f. Leadership & Facilitation Skills - e.g. ability to lead teams, delegate tasks, and coordinate services and meetings with ease
- g. Home Visiting Skills - e.g. prepare for visits, professional conduct during a family visit or meeting, follow up and follow through after a visit or a meeting
- h. Professionalism - e.g. ethical practices, independent & safely navigate the community, professional conduct in all environments, participate in ongoing professional learning opportunities
- i. Other (please specify)

13. What top three skills do you need support with (or that service coordinators need support with)? Check up to three.

- a. Coordinating & Conducting Skills
- b. Advocacy Skills
- c. Teaming & Collaboration Skills
- d. Communication Skills
- e. Time Management/Organizational Skills

- f. Leadership & Facilitation Skills
- g. Home Visiting Skills
- h. Professionalism
- i. Other (please specify)

14. If you are a Program Manager, Social Emotional Consultant, Parent Liaison, Local Interagency Council Coordinator, or Pediatric Consultant then please tell us what knowledge and skills are important for you to possess in order to effectively support service coordinators.

15. Other comments you wish to offer:

**Thank You**