



ECIA (VC) Forum 3: March 9, 2005

Developing Outcomes in Early Childhood Intervention

Part 3: Measuring and Evaluating Service Outcomes.

POST FORUM READING MATERIAL

Internet resources and annotated evaluation reference list.

www.eciavic.org.au
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Internet links and resources regarding outcomes and evaluation.

Example Measurement Tools

- **The Division for Early Childhood – Recommended Practices**
Three reproducible checklists (parent involvement, child and environment, managers) at: <http://www.dec-sped.org/recommendedpractices.html>
- **Family Quality of Life Conversation Guide** by the Beach Center on Disability at: http://www.beachcenter.org/News/PDF/FQL_CG.pdf
- **Monitoring Progress on Family Guidance Routines** - an online training example from FACETS (Family-Guided Approaches to Collaborative Early Intervention Training Services), at: <http://www.parsons.lsi.ku.edu/facets/pdf/MonitoringProgress.pdf>

Other resources

- An Example: A service linking outcomes and evaluation.

Indiana First Steps Program has written a list of Desired Outcomes (refer ECIA website - May forum). The Indiana program also has an Exit Questionnaire that covers each outcome. While a detailed format, not always relevant to Australian circumstances, it is an example of the link between outcomes, processes and evaluation.
http://www.state.in.us/fssa/first_step/pdf/exitassess4.pdf
- Child focussed criteria to consider in planning an evaluation. **Early Childhood Curriculum, Assessment, and Program Evaluation Building an Effective, Accountable System in Programs for Children Birth through Age 8**. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).
<http://naecs.crc.uiuc.edu/position/pscape.html>
- **The Early Childhood Outcomes Center Resource Page**
<http://www.fpg.unc.edu/~eco/pages/resources.cfm> includes a number of links, particularly:

Harbin, G, Rous, B & McLean M (2004) *Issues in Designing State Accountability Systems* – from page 16 onwards.

Chinman, M, Imm, P and Wandersman, A (2004) *Getting to Outcomes 2004: promoting accountability through methods and tools for planning, evaluation and accountability* – general outcome measurement (not ECI specific) – go to chapter 8 from page 137.

Montgomery Parrish, D. & Phillips, G (2003) *Developing an Early Childhood Outcomes System for OSEP: Key Considerations* - a series of hyperlinks regarding child and family outcomes, including bibliography of child and family outcomes measures.

ECI program evaluation

- **Early Intervention Services Assessment Scale** (Aytch et al, 1999)
Aytch, L.S., Cryer, D., Bailey, D.B. and Selz, L. (1999). Defining and assessing quality in early intervention programs for infants and toddlers with disabilities and their families: Challenges and unresolved issues. **Early Education and Development, 10** (1), 7-23.

Aytch, L.S., Castro, D.C. and Selz-Campbell, L. (2004). Early Intervention Services Assessment Scale (EISAS) - conceptualization and development of a program quality self-assessment instrument. **Infants & Young Children, 17** (3), 236-246.
- **Scale for Evaluating Early Intervention Programmes** (Mitchell, 1991)
This comprehensive scale developed in New Zealand assesses programs against 51 criteria covering 14 major areas.

Mitchell, D.R. (1991). **Scale for Evaluating Early Intervention Programmes**. Hamilton, New Zealand: University of Waikato, Department of Education Studies.
- **The Early Intervention Program Observation Scale** (Frede, Barnett and Lupo, 2001)
This scale was derived from the DEC Recommended Practices (1993) and comes in two forms: a 29-item Centre-Based Early Intervention Program Observation Scale -Revised, and a 23-item Home-Based Early Intervention Program Observation scale.

Frede, E.C., Barnett, W.S. and Lupo, T. (2001). Measuring recommended practices for very young children with disabilities. In S.L. Golbeck (Ed.). **Psychological Perspectives on Early Childhood Education: Reframing Dilemmas in Research and Practice**. Mahwah, New Jersey: Lawrence Erlbaum.
- **Goals and Objectives Rating Instrument (GORI)** (Notari and Bricker, 1990)
This instrument was designed to evaluate IFSP / IEP goals and objectives on five quality dimensions: functionality, generality, instructional context, measurability and hierarchical relationship. Each goal and each objective is rated independently to determine the presence or absence of ten different quality indicators.

Notari, A.R. and Bricker, D.D. (1990). The utility of a curriculum-based instrument in the development of individualized education plans for infants and young children. **Journal of Early Intervention, 14** (2), 5-11.

Notari, A.R. and Drinkwater, S.G. (1991). Best practices for writing child outcomes: An evaluation of two methods. **Topics in Early Childhood Special Education, 11** (3), 92-106.

Pretti-Frontczak, K. and Bricker, D. (2000). Enhancing the quality of Individualized Education Plan (IEP) goals and objectives. **Journal of Early Intervention, 23** (2), 92-105.

■ **Administrator's Essentials Checklist** (Smith, 2000)

Smith, B.J. (2000). Administrator's Essentials: Creating policies and procedures that support recommended practices in early intervention / early childhood special education (EI / ECSE). In S. Sandall, M.E. McLean and B.J. Smith . **DEC Recommended Practices in Early Intervention / Early Childhood Special Education**. Longmont, Colorado: Sopris West.

This checklist is one of three checklists (also parent checklist and child intervention checklist) downloadable at no charge at: www.dec-sped.org

Measures of parental satisfaction

■ **European Parent Satisfaction Scale about Early Intervention (EPASSEI)**

Developed by EURLY AID, the European Network in Early Intervention, this 57-item scale is based on the EURLY AID manifesto which lists the most important dimensions of intervention in early childhood education.

Lanners, R. and Mombaerts, D. (2000). Evaluation of parents' satisfaction with early intervention services within and among European countries: Construction and application of a new parent scale. **Infants and Young Children, 12** (3), 61-70.

■ **Parent Satisfaction Scale** (Caro and Derevensky, 1991)

A basic 8 item satisfaction scale.

Caro, P. and Derevensky, J.L. (1991). Family-focused intervention model: Implementation and research findings. **Topics in Early Childhood Special Education, 11** (3), 66-80.

■ **Family Survey** (Harrison and Lynch, in Harrison, 1995)

Extensive 90-item rating scale covering getting started, assessments, IFSPs, home programs, play groups, transition, family / professional collaboration etc..

Harrison, P.J. (1995). Evaluating programs. In M.J. Hanson and E.W. Lynch, **Early Intervention: Implementing Child and Family Services for Infants and Toddlers Who Are At Risk or Disabled (2nd Ed.)**. Austin, Texas: Pro-Ed.

■ **Parent Perception Survey** (Wehman and Gilkerson, 1999)

This scale was developed for a specific study in Illinois to measure parents' perceptions of current and ideal levels of family participation in early intervention program practices. There are 85 items in all, including:

- How parents currently access ECI services and the nature of those services
- Parents' perceptions of their current and ideal levels of parent participation
- Open-ended questions about what features of ECI services parents found most beneficial, what barriers existed, and what improvements were needed.

Wehman, T. and Gilkerson, L. (1999). Parents of young children with special needs speak out: Perceptions of early intervention services. **Infant-Toddler Intervention, 9** (2), 137-167.

Ratings by other agencies

- **District and Agency Survey** (Harrison and Lynch, in Harrison, 1995)

A 36-item rating scale for completion by other agencies with whom an ECI agency works. Covers coordination, collaboration, follow through, transition, general information and demographic information.

Harrison, P.J. (1995). Evaluating programs. In M.J. Hanson and E.W. Lynch, **Early Intervention: Implementing Child and Family Services for Infants and Toddlers Who Are At Risk or Disabled (2nd Ed.)**. Austin, Texas:ProEd.

Measures of family-centred practice: agencies

- **Checklist of Indicators for Family Centered Practice Within Agencies** (Walter and Petr (2000))

28 items in four sections: Mission statement; family consumer advisory committee; policies and procedures; and treatment of staff.

Walter, U.M. and Petr, C.G. (2000). A template for family-centered interagency collaboration. **Families in Society: The Journal of Contemporary Human Services**, **81** (5), 494 – 502

Available from The Beach Center on Families and Disability www.beachcenter.org

- **The Family-Centered Program Rating Scale** (Murphy, Lee, Turnbull and Turbiville, 1995) - a parent version and a service provider version are available.

Murphy, D.L., Lee, I.M., Turnbull, A.P. and Turbiville, V. (1995). The Family-Centered Program Rating Scale: An instrument for program evaluation and change. **Journal of Early Intervention**, **19** (1), 4-42.

- **Measure of Processes of Care for Service Providers (MPOC-SP)** Woodside, Rosenbaum, King and King, 2001)

The *Measure of Processes of Care for Service Providers (MPOC-SP)* is a 27-item self-assessment questionnaire for paediatric caregivers, designed to measure their reported implementation of family-centred service (FCS). There are four subscales, that discriminate between reported caregiving behaviors and ideal levels of FCS implementation, and also reflect cross-discipline differences in professional roles.

Woodside, J.M., Rosenbaum, P.L., King, S.M. and King, G.A. (2001). Family-centered service: Developing and validating a self-assessment tool for pediatric service providers. **Children's Health Care**, **30** (3), 237-252.

See also related versions – MPOC-20 and MPOC-56

Available from *CanChild* Centre for Childhood Disability Research:
<http://www.fhs.mcmaster.ca/canchild>

- **The Family-Focused Intervention Scale** (Mahoney, O'Sullivan and Dennebaum, 1990).

Mahoney, G., O'Sullivan, P. and Dennebaum, J. (1990). Maternal perceptions of early intervention services: a scale for assessing family-focused intervention. **Topics in Early Childhood Special Education, 10**, 1-15.

- **Recommended Practices in Family-Centred Early Childhood Intervention - Evaluation Guidelines** (NSW Ageing and Disability Dept. and ECIA-NSW, 1998)

These guidelines include short questionnaires regarding first contacts with parents, provision of information, child assessment, developing and implementing FSPs, and supporting transition to subsequent services. Both service provider and parent versions are included.

Partners: Recommended Practices in Family-Centred Early Childhood Intervention – Evaluation Guidelines (1998). Sydney, NSW: Ageing and Disability Department and Early Childhood Intervention Australia (NSW).

- **FOCAS: Family Orientation of Community and Agency Services** (Bailey)

This questionnaire is designed to measure service providers' of perceptions of how families are included in their early intervention program or community. There are 12 items addressing different aspects of service. Each item is rated twice, once for how things are currently, and once for how the provider would like them to be.

Bailey, D.B. **FOCAS: Family Orientation of Community and Agency Services**. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, The University of North Carolina.

Bailey, D.B. (1992.). **FOCAS: Family Orientation of Community and Agency Services**. In D.B. Bailey, P.J. McWilliam, P.J. Winton and R.J. Simeonsson (Eds.), **Implementing Family-Centred Services in Early Intervention: A Team-Based Model for Change**. Cambridge, Massachusetts: Brookline Books.

Available from Frank Porter Graham Child Development Centre - www.fpg.unc.edu

- **Day Care FOCAS: Family Orientation of Community and Agency Services** (McWilliam, McMillen, Sloper and Sturtz, 1995)

This questionnaire measures family-related practices in day care centres. It consists of twelve questions addressing areas of day care operations. Each item is rated twice, once for how things are currently, and once for how the provider would like them to be.

McWilliam, R.A., McMillen, B., Sloper, K. and Sturtz, J. (1995) **Day Care FOCAS: Family Orientation of Community and Agency Services**. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, The University of North Carolina.

Available from Frank Porter Graham Child Development Centre - www.fpg.unc.edu

- **Brass Tacks: Part 1 - Program Policies and Practices** (McWilliam and Winton, 1991)

This is a self-rating instrument for early childhood intervention service providers which covers four areas of service provision: first contact with families, identifying goals for intervention, intervention planning, and day-to-day service provision.

McWilliam, P.J. and Winton, P. (1991). **Brass Tacks: A Self-Rating of Family-Centred Practices in Early Intervention. Part 1 – Program Policies and Practices.** Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, The University of North Carolina.

Available from Frank Porter Graham Child Development Centre - www.fpg.unc.edu

- **Brass Tacks: Part 2 – Individual Interactions with Families** (McWilliam and Winton, 1991)

McWilliam, P.J. and Winton, P. (1991). **Brass Tacks: A Self-Rating of Family-Centred Practices in Early Intervention. Part 2 – Individual Interactions with Families.** Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, The University of North Carolina.

Available from Frank Porter Graham Child Development Centre - www.fpg.unc.edu

- **Recommended Practices in Family-Based Practices** (Trivette and Dunst, 2000)

Although not a formal scale, this set of recommended practices can be used as a checklist or converted into a scale.

Trivette, C.M. and Dunst, C.J. (2000). Recommended practices in family-based practices. In S. Sandall, M.E. McLean and B.J. Smith (2000). **DEC Recommended Practices in Early Intervention / Early Childhood Special Education.** Longmont, Colorado: Sopris West.

- **How Family-Centred is My Practice?**

Law, M., Rosenbaum, P., King, G., King, S., Burke-Gaffney, J., Moning, J., Szkut, T., Kertoy, M., Pollock, N., Viscardis, L. and Teplicky, R. (2003). Are we really family-centred? Checklists for families, service providers and organisations. **CanChild FCS Sheet #18.** Hamilton, Ontario, Canada: *CanChild* Centre for Childhood Disability Research, McMaster University.
<http://canchild.interlynx.net/patches/FCSSheet18.pdf>

Measures of family-centred practice: parents

- **Help-Giving Practices Scale** (Trivette and Dunst, 1994)

This 25-item scale measures a variety of help-giving behaviours and practices. Each item includes five responses from which the respondent selects a behaviour that best describes a particular help-giver practice.

Dunst, C.J., Trivette, C.M. and Hamby, D.W. (1996a). Measuring the helping practices of human services program practitioners. **Human Relations**, **49** (6), 815-835.

Available from Orelena Hawks Puckett Institute - www.puckett.org

■ **Enabling Practices Scale** (Dempsey, 1995)

This 24-item scale measures the perceptions of parents of children with disabilities of the extent to which the services they receive use enabling practices.

Dempsey, I. (1995). The Enabling Practices Scale: The development of an assessment instrument for disability services. **Australian and New Zealand Journal of Developmental Disabilities**, **20** (1), 67-73.

■ **Family Empowerment Scale** (Koren, DeChillo and Friesen, 1992)

This 34-item scale was designed to assess empowerment in parents and other family caregivers whose children have emotional disabilities.

The FES is based on a conceptual framework consisting of two dimensions: the level of empowerment (at family, service and community levels) and the way that empowerment is expressed (at attitude, knowledge and behaviour levels).

Koren, P.E., DeChillo, N. and Friesen, B.J. (1992). Measuring empowerment in families whose children have emotional disabilities: A brief questionnaire. **Rehabilitation Psychology**, **37** (4), 305-321.

Measures of family-centredness of Family Service and Support Plans

■ **IFSP Family-Centredness Rating Scale** (McWilliam et al, 1998)

A 21-item rating scale.

McWilliam, R.A., Ferguson, A., Harbin, G.L., Porter, P., Munn, D. and Vandiviere, P. (1998). The family-centeredness of Individualized Family Support Plans. **Topics in Early Childhood Special Education**, **18** (2), 69-82.

Goodness of Fit Survey (Albin, Lucyshyn, Horner and Flannery, 1996)

A 20-item scale to measure the extent to which parents feel that a support plan fits the values and life-style of their family.

Albin, R.W., Lucyshyn, J.M., Horner, R.H. and Flannery, K.B. (1996). Contextual fit for behavioral support plans: A model for 'goodness of fit'. In L.K. Koegel, R.L. Koegel, and G. Dunlap, G. (Eds.), **Positive Behavioral Support: Including People with Difficult Behavior in the Community**. Baltimore, Maryland: Paul H. Brookes.