

2022-2023
Birth to Three
Early Intervention
Family Outcomes Survey

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EXECUTIVE SUMMARY

This report presents the results from the 2022-2023 Birth to Three Early Intervention (B23), Regional Programs Family Outcomes Survey. In addition, the report details the review and revision of the survey tool, which occurred prior to data collection. The Delaware Department of Health and Social Services (DHSS) has partnered with the Center for Research in Education and Social Policy (CRESP) at the University of Delaware to conduct the survey.

Context

The Program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federal grant program that provides funding to states to provide early intervention services for infants and toddlers with disabilities or developmental delays, ages birth to age three, and their families. The Birth to Three, Early Intervention Program, operating under DHSS, Division of Public Health, is Delaware's lead agency to receive the grant and administer the program. As part of B23's annual federal performance plan and report, B23 staff must report on the outcomes of families participating in the program. The B23 Family Outcomes Survey provides a way for the B23 program to assess the extent to which the program is meeting families' needs.

Review and Revision Process

The revision process consisted of conducting two stakeholder meetings with B23 staff members. Stakeholders reviewed the 2021-2022 survey tool and suggested revisions to (a) remove items that were redundant with other items or lacking in value, (b) refine questions to reduce confusion, and (c) add items where stakeholders believed they were needed. Suggested revisions were integrated into the 2022-2023 version of the tool.

Research Design and Methods

Sample: All ($N = 1595$) families who were receiving services from B23 during the 2022-2023 fiscal year were included in the survey sample.

Procedure: The research team attempted to contact families by phone, email, and text message to invite them to participate.

Analyses: Survey responses from 606 families were analyzed for this report. Descriptive and summary statistics were used to describe the survey data. In addition, non-parametric tests of significance (Mann-Whitney U tests and Kruskal-Wallis tests) were conducted to compare how families scored across demographic characteristics (i.e., child's sex, age, race, ethnicity, and county). Open-ended survey responses were qualitatively coded using open coding to identify themes.

Findings

Findings from the survey indicate that most families believe that early intervention services have helped their family. The family outcomes federal reporting requirement for Part C programs requires that states report on the percent of families participating in Part C who report that early intervention services have helped their family know their rights (92% agree or strongly agree), effectively communicate their children's needs (90.7% agree or strongly agree) and have helped families help their children develop and learn (93.4% agree or strongly agree). Families overwhelmingly indicated that early intervention services have helped their family in these areas. Overall, families were satisfied with their experiences during the admission and transition process. However, some families reported that they experienced challenges during these times. In addition, some families made recommendations about how to improve these processes. Approximately half of the surveyed families indicated they would prefer their transition conference to be held virtually, however other locations were also viable options for many. Many families also reported that they were satisfied with their experiences

working with their Family Service Coordinator, however significant differences were found across different demographic characteristics, and some families reported challenges in working with their coordinators. Most families did not experience a change in their Family Service Coordinator over the past year, and of those that did many only had two coordinators. Overall, families were satisfied with their experiences in working with their Early Intervention Provider(s). This year, a new set of items was added related to the social-emotional development of children in the B23 program. Findings from this set of items suggest that most families have discussed some aspect of social-emotional development of their children with B23. Families reported that they most often experience three types of social-emotional challenges: communication challenges, behavioral challenges, and challenges related to their child's social skills. These data however come at a very early stage of this new focal area, and awareness and feedback about SEL is likely to increase as programming efforts scale up.

Recommendations

We offer recommendations to DHSS, Birth to Three Early Intervention Program – Administration and B23 leaders.

Recommendation 1: We encourage DHSS, B23 Regional Programs, & B23 leaders to congratulate and share the great work of their team. The great majority of families indicate that early intervention has helped their family know their rights, effectively communicate their children's needs, and help their children develop and learn.

Recommendation 2: We encourage DHSS, B23 Regional Programs, & B23 leaders to consider ways in which Family Service Coordinators can provide more information about resources and supports to families in the program, especially those in New Castle County.

Recommendation 3: We encourage DHSS, B23 Regional Programs, & B23 leaders to examine opportunities for coordinators to reach out to families to maintain more regular communication.

Recommendation 4: We encourage DHSS, B23 Regional Programs, & B23 leaders to continue efforts to streamline the transition process.

Recommendation 5: We encourage DHSS, B23 Regional Programs, & B23 leaders to continue to allow families to choose where the transition conference is held.

Recommendation 6: We thank DHSS, B23 Regional Programs, & B23 leaders for their communication efforts to families about the upcoming survey administration and recommend continuing the practice to maximize survey participation.

TABLE OF CONTENTS

Executive Summary	3
Introduction.....	6
Survey Review and Revision	6
Method	7
Recruitment.....	7
Procedures.....	7
Participants	8
Data Analysis.....	9
Findings	10
Part C Required Reporting Items.....	Error! Bookmark not defined.
Admission Process Feedback.....	Error! Bookmark not defined.
Family Service Coordinator Feedback.....	Error! Bookmark not defined.
Early Intervention Provider Feedback	Error! Bookmark not defined.
Social Emotional Learning Feedback	Error! Bookmark not defined.
Transition Process	Error! Bookmark not defined.
Recommendations	27
Appendix A: English survey.....	30
Appendix B: Spanish survey.....	40
Appendix C: Positive feedback related to overall experience in the program	50
Appendix D: Child’s development.....	53
Appendix E: Admission-focused responses.....	56
Appendix F: Responses on Family Service Coordinators.....	59
Appendix G: Responses on Change in Family Service Coordinator.....	64
Appendix H: Early Intervention Provider(s).....	71
Appendix I: Responses on Social Emotional Development.....	77
Appendix J: Transition-focused responses.....	91

2022-2023 Birth to Three Intervention Family Outcomes Survey

INTRODUCTION

The Birth to Three Early Intervention Program is the early intervention program for Delaware. It provides services that are designed to enhance the development of infants and toddlers at risk for disabilities or developmental delays, in addition to increasing the capacity of their families to meet the needs of these children. The Birth to Three Early Intervention Program is comprised of two parts. One part is the Birth to Three – Administration (B23 – Administration) which provides oversight and guidance to the Regional Programs and Early Intervention Service Providers. The second part is known as Birth to Three Early Intervention Program – Regional Program Kent/Sussex and Regional Program New Castle, which provides service coordination and transition –from Part C– assistance to families. The annual B23 Family Outcomes Survey gives families the opportunity to share what B23 is doing well, how B23 can improve, and how families’ needs may be changing. B23 uses the information provided by families to make improvements to the program. In addition, all states and jurisdictions receiving Part C funding are required to report data annually to the Office of Special Education Programs (OSEP) in the U.S. Department of Education. As such, the U.S. Office of Special Education Programs looks at this information to see how well B23 meets the needs of children and families.

The Delaware Department of Health and Social Services (DHSS) has partnered with the Center for Research in Education and Social Policy (CRESP) at University of Delaware to review and revise the B23 Family Outcomes Survey as well as conduct the 2022-2023 iteration of survey on behalf of the B23 program. This report provides a summary of the methods used to review and revise the survey tool, as well as analysis of the responses in the 2022-2023 B23 Family Outcomes Survey with recommendations. The process to review and revise the survey tool began in December 2022 and included meetings with B23 staff to guide efforts and advise on survey needs and changes. The survey was launched on March 21, 2023, and concluded on June 30, 2023. Initial findings were reported on a call with DHSS staff on August 23, 2023.

SURVEY REVIEW AND REVISION

The survey underwent significant revision for the 2019-2020 iteration of the survey. During the 2019-2020 revision process, the research team conducted exploratory factor analysis, a jurisdictional scan of available Part C Family Outcome Surveys, and a review of previous final reports on the B23/Family Outcomes Surveys. In addition, the research team collaborated with staff members from Delaware’s Department of Health and Social Services (DHSS), and staff from Birth to Three Early Intervention Program to inform the survey’s development. Last year, the survey underwent additional revision and refinement to reflect the opinions of the Interagency Coordinating Council (ICC). This year, Birth to Three staff members requested that additional items be added to the survey tool to obtain families’ feedback on their children’s social-emotional development. In total, six items were added to the survey. During the revision process, pre-existing survey items were also reviewed. B23 staff suggested revisions to remove items that were redundant or lacking in value and refine questions to reduce confusion. After the first meeting, the members of the research team revised the survey based on the feedback received and submitted the revised tool to the stakeholders for review. During the second meeting, proposed changes were discussed and voted on by the stakeholder group.

The revised survey has seven sections of information collection and a demographic section for use during the analysis of responses. Several question formats were used in the survey. The demographic section includes a checklist response to questions. Sections 2 to 6 were set up as a 4-point Likert scale to establish “degree of alignment” with the statement made (1= strongly agree, 2= disagree, 3=agree, 4= strongly agree). Section 7 contained open-ended questions to allow respondents to describe issues that are important to them. In addition, sections 3 and 5 include two open-ended questions to allow respondents to report if (a) changes in their Family Service Coordinator affected their family’s experience in the B23 program, and (b) what challenges they face regarding their child’s social-emotional development. The seven revised survey sections are as follows:

1. Demographics (5 questions)
2. The B23 admission process (4 questions)
3. Families’ experiences with their Family Service Coordinator(s) (13 questions)
4. Families’ experiences with their Early Intervention Provider(s) (7 questions)
5. Families’ experiences engaging with B23 about their child’s social-emotional development (6)
6. Families’ experiences during the transition process (6 questions)
7. Families’ additional feedback about the program (2 questions)

To review the specific items included in the 2022-2023 survey tool, see Appendix A (English) and B (Spanish). We note that the survey includes references to Child Development Watch (CDW), which was the previous name of the Birth to Three program.

METHOD

RECRUITMENT

Following approval from the University of Delaware’s Institutional Review board (IRB), Delaware’s Department of Public Health (DPH) Privacy Board, and the Department of Health and Social Services (DHSS) Human Subjects Review Board (HSRB), in March 2023 CRESA began to reach out to families ($N=1595$) that received services in the past year. This year, B23 staff supported CRESA’s recruitment efforts by first emailing families an infographic that described the purpose of the survey and indicated that the survey would be opening soon. We used a combination of total population and stratified sampling techniques to recruit participants. In phase one of data collection, the research team attempted to contact every family via email, phone, and text message (more information provided in procedures) to invite them to participate in the survey. In phase two, we examined the completion rates based on children’s demographic characteristics. To achieve representation of the broader survey population, we sought to sample 30% of families with children from the following sub-groups: child’s race (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White), child’s ethnicity (Hispanic, non-Hispanic), child’s biological sex (boy, girl), age (birth to 1 year, 1 to 2 years, 2 to 3 years, over three years), and county of residence (New Castle, Sussex, and Kent). Using this data, the research team made a second round of phone calls and outreach to help fill stratification gaps and ensure that the survey sample was representative of the overall B23 population. For the final sampling statistics for each sub-group see Tables 1 to 5.

PROCEDURES

After receiving approvals from the requisite research review boards (listed above), the Delaware DHSS provided the research team with the contact information for families ($N=1595$) receiving services from the program. This contact list included demographic data (e.g., age, race, ethnicity, county, biological sex) of children in the program, along with contact information (e.g., emails, phone numbers) for each family.

The research team used Qualtrics software to distribute the survey via text message and email among the families that were on the contact list. Emails and text messages included an individualized link to the survey. Clicking on the individualized link took families to the survey tool, which contained an abridged consent form (families were to visit <http://www.cresp.udel.edu/b23> for the unabridged version). Families provided informed consent before beginning the survey. Families that did not provide consent were exited from the survey. In addition to contacting families by text message and email, the research team attempted to phone every family to introduce the survey and invite them to complete the survey. All survey materials (i.e., CRESP website, text messages, emails, and survey) were written in English and Spanish.

PARTICIPANTS

After completing both phases of recruitment, we received 693 surveys. After eliminating 87 abandoned surveys, we had 606 surveys. Tables 1 to 5 provide the survey completion rates for each demographic characteristic. The first column of each table lists the demographic subgroups that were examined. The second column shows the number of families within each subgroup that completed the survey. The third column shows the number of families within each subgroup as reported in the 2022-2023 Child Count report, while the fourth column shows the number of families within each subgroup as recorded in the contact list provided to CRESP for outreach. Finally, the fifth and sixth columns show the percentage of completed surveys for each subgroup, using the corresponding Child Count and Contact List data as the denominators.

TABLE 1: SURVEY COMPLETION RATES BY CHILD’S AGE

Age Group	Survey completions (n)	Child Count (n)	Contact List (n)	Percentage of Completed Surveys (Child Count)	Percentage of Completed Surveys (Contact List)
Birth to 1 year	13	144	23	9.0%	56.5%
1 to 2 years	110	474	227	23.2%	48.5%
2 to 3 years	374	948	676	39.5%	55.3%
3+	109	n/a	669	n/a	16.3%

TABLE 2: SURVEY COMPLETION RATES BY CHILD’S RACE

Race	Survey completions (n)	Child Count (n)	Contact List (n)	Percentage of Completed Surveys (Child Count)	Percentage of Completed Surveys (Contact List)
American Indian or Alaskan Native	4	3	5	133.3%	80.0%
Asian	21	58	59	36.2%	35.6%
Black	170	430	530	39.5%	32.1%
Native Hawaiian / Pacific Islander	2	1	1	200.0%	200.0%
White	317	675	799	47.0%	39.7%
A race not listed here	37	n/a	20	n/a	185.0%
2 or more races		99	n/a	55.6%	n/a

TABLE 3: SURVEY COMPLETION RATES BY CHILD'S ETHNICITY

Ethnicity	Survey completions (n)	Child Count (n)	Contact List (n)	Percentage of Completed Surveys (Child Count)	Percentage of Completed Surveys (Contact List)
Hispanic	130	300	181	43.3%	71.8%
Not Hispanic	476	1266	1414	37.6%	33.7%

TABLE 4: SURVEY COMPLETION RATES BY CHILD'S BIOLOGICAL SEX

Sex of Child	Survey completions (n)	Child Count (n)	Contact List (n)	Percentage of Completed Surveys (Child Count)	Percentage of Completed Surveys (Contact List)
Male	383	985	1018	38.9%	37.6%
Female	223	581	577	38.6%	38.6%

TABLE 5: SURVEY COMPLETION RATES BY CHILD'S COUNTY OF RESIDENCE

County	Survey completions (n)	Child Count (n)	Contact List (n)	Percentage of Completed Surveys (Child Count)	Percentage of Completed Surveys (Contact List)
New Castle	386	n/a	948	n/a	40.7%
Kent	105	n/a	309	n/a	34.0%
Sussex	115	n/a	338	n/a	34.0%

DATA ANALYSIS

Statistical analyses of survey data were conducted in SPSS. Score ranges for nearly all items include 1= Strongly Disagree, 2=Disagree, 3=Agree and 4 = Strongly Agree. To treat missing quantitative data, we excluded cases analysis by analysis. We used descriptive (mean, standard deviation) and summary statistics (percentage of responses for 'strongly agree,' 'agree,' 'disagree,' 'strongly disagree') to describe the basic features of the survey data. In addition, to compare how families scored across items, survey data were analyzed using the independent-samples Mann-Whitney U tests (for comparing 2 groups) or Kruskal-Wallis tests (for comparing three or more groups) of significance, with *p*-values set at .05. Families were compared across demographic characteristics (child's age, biological sex, county, race, and ethnicity). The category 'child's race' was collapsed from the original groups to 'White' (1) and 'children of color' (2) due to uneven distribution of families across the original categories. Likewise, the category 'child's age' was collapsed from the original groups to 'Birth to 2' (1) and 'Over 2' (2) due to the uneven distribution of families across the original categories. Tests of significance were run for every group of survey items. In addition, post-hoc tests were conducted following Kruskal-Wallis tests to analyze all pairs of groups. Significance values for post-hoc tests are Bonferroni corrected to control for Type I error.

In addition to the Likert-style questions, the survey asked several open-ended questions, which asked families:

- (1) Please share with us if the changes in your Family Service Coordinator have affected your family's experience in the B23 Program,

- (2) Do you have challenges with your child's social-emotional development? How do these challenges impact

your family?

(3) Please share with us any additional information about your experience with the B23 program, and

(4) Do you have any suggestions for us to improve in the future?

Qualitative data were analyzed using open coding to identify themes. Responses in Spanish were translated to English by bilingual research staff during the coding process. Where Spanish quotes are provided throughout the report, an English translation is provided in square brackets immediately following the original text. A complete list of all open-ended responses is provided in Appendix C. All identifying information (e.g., names) has been removed from the comments to ensure confidentiality. In qualitative tables, please note that the survey respondent ID information is provided in order to clarify where, or if any, duplication in comments by the same respondent is present.

On the request of the Birth to Three Program, we also undertook a comparison of how families scored items during the 2020, 2021, and 2022 (this year) iterations of the survey. To compare how families scored across items, survey data were analyzed using the independent-samples Kruskal-Wallis test. Post-hoc tests were conducted following the Kruskal-Wallis tests to analyze all pairs of groups. Significance values for post-hoc tests are Bonferroni corrected to control for Type I error.

FINDINGS

In this section, we present the descriptive and summary statistics followed by tests of significance (Mann-Whitney U tests, Kruskal-Wallis tests). For the tests of significance, we only present the findings where significant differences between groups were found.

PART C REQUIRED REPORTING ITEMS

FINDING: FAMILIES BELIEVE THAT EARLY INTERVENTION SERVICES HAVE HELPED THEIR FAMILY

The family outcomes federal reporting requirement for Part C programs requires that states report on the percent of families participating in Part C (i.e., B23) who report that early intervention services have helped their family know their rights, effectively communicate their children's needs, and have helped families help their children develop and learn. Table 6 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items was very high, ranging from 87.6% to 93.4%. One area to watch in upcoming years, where families were less clear, was if they received information about who to speak with if they felt the family's rights were not being addressed within the program (12.5% disagree). Additional emphasis on the contact information may be of value, especially for families in New Castle county. Similarly differences by county (New Castle county being lower) in how the program is able to help parents speak up for or advocate for family needs was found. As such, additional approaches to help parents advocate may be needed in New Castle county.

TABLE 6: SUMMARY & DESCRIPTIVE STATISTICS FOR FEDERAL OUTCOME ITEMS

Item	N	M	SD	Strongly	Disagree	Agree	Strongly
				Disagree (%)	(%)	(%)	Agree (%)
Helped me know my family's rights.	566	3.44	0.69	1.6	6.4	38.3	53.7

Helped me more effectively communicate my child's needs to the people who work with my child and family.	563	3.42	0.72	2.3	6.9	36.9	53.8
Helped me know how to help my child develop and learn.	564	3.48	0.67	1.6	5.0	37.2	56.2
Provided information about who to speak with if we feel our family's rights are not being addressed within the program.	564	3.34	0.74	2.0	10.5	39.0	48.6
Provided written information about my family's legal rights (for instance, the Guide to Parent Rights document).	564	3.45	0.70	1.8	6.4	36.9	55.0
Helped me to more effectively speak up for, or advocate for, what my child needs.	564	3.39	0.72	2.0	8.2	38.5	51.4

Families in New Castle and Sussex counties scored differently on items related to receiving information about rights and ability to advocate.

A Kruskal Wallis test was used to compare whether families living in New Castle, Sussex, and Kent Counties answered items significantly differently. The tests indicated that families living in New Castle and Sussex counties scored significantly differently on two items (means = 3.29 vs. 3.52) (see Table 7).

TABLE 7: RESULTS FROM KRUSKAL-WALLIS TEST COMPARING NEW CASTLE, SUSSEX AND KENT COUNTY RESPONSES

Survey Item	Degrees of Freedom	H (chi-square) test statistic	p value
Provided information about who to speak with if we feel our family's rights are not being addressed within the program.	2	8.80	.012
Helped me to more effectively speak up for, or advocate for, what my child needs.	2	8.73	.013

Comparisons for the item "Provided information about who to speak with if we feel our family's rights are not being addressed within the program" revealed that there were significant differences between New Castle County and Sussex County $H(2) = -48.50, p = .009$. A comparison of group means indicates that families from New Castle County ($M = 3.29, SD = 0.75$) rated this item lower than families from Sussex County ($M = 3.52, SD = 0.68$). No other comparisons were significant.

Pairwise comparisons for the item "Helped me to more effectively speak up for, or advocate for, what my child needs" revealed that there were significant differences between New Castle County and Sussex County $H(2) = -47.83, p = .010$. A comparison of group means indicates that families from New Castle County ($M = 3.34, SD = 0.74$) rated this item lower than families from Sussex County ($M = 3.57, SD = 0.62$). No other comparisons were significant.

Open-ended responses indicate that families feel B23 services have had a positive impact on their child and family.

At the end of the survey, families were asked to share additional information about their experiences with the B23 program. Sixty-eight (68) families provided positive feedback related to their overall experience in the program. A few of these responses are shown below. To read all the comments in this category, refer to Appendix C.

The program is exceptional.

Es un buen programa de temprana edad [It's a good early intervention program]

This program was wonderful and has been a gift to our child and family. Thank you for your assistance and all the services you provide.

Muy bueno el programa. Ayudó mucho a mi hijo [The program is very good. It helped my son a lot]

B23 is a great program! I highly recommend it to families with children up to 3 years old who need services for their kid/s.

I've now been through the program with BOTH children, from start to finish. This program has been so beneficial to us as a family & for my children as individuals! I'm so grateful for all of you & everything you've done for my kids! This program has far exceeded my expectations.

Es un muy buen programa y de gran ayuda. [It is a very good program and very helpful]

Nine open-ended responses referenced the fact that the B23 program has helped them (and their family) know how to help their child develop and learn. A couple of these comments are shown below. To read all the comments in this category, refer to Appendix D.

El programa está siendo de gran ayuda en el desarrollo de mi hijo y me brinda apoyo para entenderlo y saber cómo reforzar sus necesidades. [This program has been a great help in my son's development and gives me supports to understand him and know how to reinforce his needs]

This program is amazing. I've learned how to teach with toys, how to make learning toys with household products, how to communicate with toddlers on their level. I've learned patience.

Relatedly, fifteen families reported that B23 services have resulted in improvement to their child's development. A couple of these quotes are highlighted below. For all the quotes in this theme, see Appendix D.

B23 has helped my son tremendously. He learned to eat, use his fine motor skills, and now we are working on communication.

Ever since my son has been with Birth to Three, he has grown and met his goals and is doing a lot more stuff than when he first started. If anyone needed a place for their child to get help based on their needs or because they're delayed, I would highly recommend Birth to Three to them, 100%.

While most comments were positive, two families indicated that B23 has not helped their child. For the quotes in this theme, see Appendix D.

ADMISSION PROCESS FEEDBACK

FINDING: OVERALL, FAMILIES WERE SATISFIED WITH THEIR EXPERIENCES DURING THE ADMISSION PROCESS.

Within the survey, families were asked about their experiences during the admission process. Table 8 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items was very high, ranging from 91.4% to 97.1%.

TABLE 8: SUMMARY & DESCRIPTIVE STATISTICS FOR ITEMS ON ADMISSION PROCESS

Item	<i>N</i>	<i>M</i>	<i>SD</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
A family service coordinator met with me and/or my family within 2 weeks after the referral was made.	604	3.37	0.70	2.0	6.6	44.2	47.2
A family service coordinator asked about my child's strengths, needs, and goals in our initial meeting.	597	3.61	0.59	1.2	1.7	32.3	64.8
The results of my child's assessments or evaluations were explained to me in ways I understood.	603	3.58	0.62	1.7	2.2	32.3	63.8
It was easy to find out if my child was eligible for the B23 program.	599	3.52	0.64	1.8	2.3	37.7	58.1

Families with girls may need more attention when it comes to understanding strengths and explaining assessment results: Parents of girls give lower scores to items related to goal setting and assessments.

A Mann-Whitney test was used to compare whether families with boys or girls answered items differently. The test indicated that families with girls scored significantly lower on two items (Table 9). A comparison of group means indicates that families with boys rated items related to goal setting and assessments higher than families with girls.

TABLE 9: RESULTS FROM MANN-WHITNEY TEST, GIRLS VS BOYS

Survey Item	<i>U</i> test statistic	<i>p</i> value	Boys <i>M</i> (<i>SD</i>)	Girls <i>M</i> (<i>SD</i>)
A family service coordinator asked about my child's strengths, needs, and goals in our initial meeting.	37125.00	.009	3.41 (0.67)	3.29 (0.74)
The results of my child's assessments or evaluations were explained to me in ways I understood.	37365.00	.004	3.63 (0.60)	3.50 (0.65)

Open-ended responses indicate that some families experienced challenges during the admission process.

Three themes related to the admission process emerged from the open-ended survey responses. First, some families highlighted challenges they experienced during the assessment process. Six open-ended responses were grouped in this theme. In addition, families reported some confusion about the frequency of assessment and the additional resources available. Example comments from this theme are provided below. To see all the comments on this theme, see Appendix E.

Once I started receiving services it has been excellent, but getting to those services is not easy to do. It was difficult to understand how to navigate them and what resources were available. The school district evaluation was also extremely long considering my child's disability was easily documented from healthcare providers, and the assessment of my infant from the school district did not seem necessary or to add any specific value to the services she ended up receiving.

The first time my daughter was assessed, the evaluators got lost and were late. It was frustrating because I didn't have their number and they didn't have mine, so we didn't have any way to communicate with each other. I even called the person who had scheduled the appointment, and she wasn't any help.

Second, two families reported challenges when attempting to obtain additional evaluations for their child. Both comments are provided below.

My son's first referral and evaluation went well and in a timely manner. However, we have recently asked for another evaluation for different services, and it has taken literal months to get any information from anyone, let alone get anything scheduled. At this rate my son will be three years old before anything is started.

I was under the impression that there would be some sort of actual evaluation every 3 months. We had one in person visit, and then only one phone call and my baby is over 8 months old now.

Finally, seven families made suggestions to improve the admission or evaluation process. A few comments from this theme are provided below. We draw attention to the third quote which suggests that the B23 website be updated to include more information related to the admission process. Suggestions for improvement focused on the evaluative component of the admission process. Specifically, families requested that evaluations be conducted in-person, at home, and by a trained professional such as a psychologist. To see all the comments on this theme, see Appendix E.

The evaluation was very off. I suggest doing it at home. My son was so distracted, and it messed his scores up so much that the actual issue was glossed over.

I will say that the assessment should be in person. I am not sure if covid might have caused us to do things mostly via zoom.

Make the website easier to understand what services mean for someone who is an infant. Clearly list what service options there are, what steps are needed, etc. Also, for a deaf child who is not directly in the school district for the DE school for the deaf, it's not clear why the school district we live in is required to refer to early intervention through the school of the deaf when the regular school district has no direct resources available. This delayed the start of services by about 3 months.

FAMILY SERVICE COORDINATOR FEEDBACK

FINDING: OVERALL, FAMILIES WERE SATISFIED WITH THEIR EXPERIENCES WORKING WITH THEIR FAMILY SERVICE COORDINATOR, HOWEVER SIGNIFICANT DIFFERENCES WERE FOUND ACROSS DIFFERENT DEMOGRAPHIC CHARACTERISTICS.

In general, families reported positive perceptions of their experiences working with their Family Service Coordinator (FSC). Table 10 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items ranged from 74.5% to 98.8%. The most positively perceived item assessed if FSCs provide information using families preferred form of communication (text message, email, or telephone). The least favorably perceived item examined whether FSCs provide families with information about activities and services in the community that help the family and their child.

TABLE 10: SUMMARY & DESCRIPTIVE STATISTICS FOR ITEMS ON FAMILY SERVICE COORDINATORS (FSCs)

Item	<i>N</i>	<i>M</i>	<i>SD</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
Treats me and my family with respect.	599	3.67	0.56	1.5	0.2	27.9	70.5
Includes me in decisions about services, resources, and opportunities for my child.	595	3.64	0.60	1.5	1.7	28.2	68.6
Includes me in the development of my child's Individualized Family Service Plan (IFSP).	597	3.65	0.56	0.8	1.8	29.0	68.3
Assists me in obtaining access to services identified in my child's Individualized Family Service Plan.	595	3.54	0.67	1.5	5.2	31.1	62.2
Gives me information about other activities and services in the community that help me and my child.	592	3.14	0.88	3.5	22.0	31.3	43.2
Is available to speak with me on a regular basis.	591	3.41	0.69	1.5	6.9	40.8	50.8
Communicates with me in a way that is sensitive to my family's culture and ethnic group.	590	3.57	0.58	0.7	2.5	35.8	61.0
Provides information in my family's primary language.	592	3.67	0.54	0.5	1.9	28.0	69.6
Provides information using my preferred form of communication (text message, email, or telephone).	590	3.69	0.50	0.3	0.8	28.0	70.8
Offers flexibility with respect to evaluations, scheduling, documentation, and appropriate coordination of care that meets my family's needs.	591	3.61	0.60	1.4	2.0	30.6	66.0

Families with girls give lower ratings on respect item than families with boys.

A Mann-Whitney test was used to compare whether families with boys or girls answered items differently. The tests indicated that families with boys or girls scored significantly differently only on the item “Treats me and my family with respect”, $U = 38384.00, p = .037$. A comparison of group means indicates that families with boys ($M = 3.73, SD = 0.56$) rated this item higher than families with girls ($M = 3.62, SD = 0.56$).

Hispanic families are more satisfied with receipt of information about other services than are non-Hispanic families, although both groups would like more information overall.

A Mann-Whitney test was used to compare whether Hispanic/Latino and non-Hispanic/Latino families answered items differently. The tests indicated that Hispanic/Latino and non-Hispanic/Latino families scored significantly differently only on item “Gives me information about other activities and services in the community that help me and my child (e.g., childcare, playgroups, etc.)”, $U = 26468.00, p = .044$. A comparison of group means indicates that Hispanic/Latino families ($M = 3.28, SD = 0.83$) rated this item higher than non-Hispanic/Latino families ($M = 3.10, SD = 0.89$).

Families in New Castle County are the least satisfied with the level of information received about other activities and services to help them and their child.

A Kruskal-Wallis test was used to compare whether families living in New Castle, Sussex, and Kent Counties answered items significantly differently. The tests indicated that families living across county lines scored significantly differently on item “Gives me information about other activities and services in the community that help me and my child (e.g., childcare, playgroups, etc.)”, $H(2) = 18.41, p < .001$. Pairwise comparisons were conducted to analyze all pairs of groups. Significance values have been adjusted by the Bonferroni correction for multiple tests. Pairwise comparisons revealed that there were significant differences between New Castle County and Kent County, $H(2) = -54.71, p = .006$; and between New Castle County and Sussex County $H(2) = -61.93, p = .001$. A comparison of group means indicates that families from New Castle County ($M = 3.02, SD = 0.92$) rated this item lower than families from Kent County ($M = 3.33, SD = 0.81$) and Sussex County ($M = 3.38, SD = 0.72$).

Families with children of color are more likely to report receiving information on activities but less likely to receive information in primary language compared to families with white children.

A Mann-Whitney test was used to compare whether families of children of color answered items differently than families with white children. The tests indicated that families of children of color scored significantly differently on two items (Table 11). A comparison of group means indicates that families with children of color were more likely to report that their Family Service Coordinator provides them with information about other activities and services in the community, however families with children of color were less likely to receive information in their family’s primary language.

Table 11: Results from Mann-Whitney test, White vs Children of Color

Survey Item	U test statistic	p value	White M (SD)	Children of color M (SD)
Gives me information about other activities and services in the community that help me and my child (e.g., childcare, playgroups, etc.).	49834.50	.002	3.04 (0.90)	3.26 (0.85)

Provides information in my family's primary language.	38601.50	.002	3.74 (0.47)	3.59 (0.60)
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Compared to prior years (2020, 2021), families today are more satisfied with the forms of communication, but less satisfied with the amount of information regarding other activities.

A Kruskal-Wallis test was used to compare whether families completing the survey in 2020, 2021, and 2022 answered items significantly differently. The tests indicated that families scored significantly differently on the item “Gives me information about other activities and services in the community that help me and my child (e.g., childcare, playgroups, etc.)”, $H(2) = 11.91, p = .003$. Pairwise comparisons were conducted to analyze all pairs of groups. Significance values have been adjusted by the Bonferroni correction for multiple tests. Pairwise comparisons revealed that there were significant differences between families that completed the survey in 2020 and 2022, $H(2) = -77.376, p = .002$. A comparison of group means indicates that families in 2022 ($M = 3.14, SD = 0.88$) rated this item lower than families in 2020 ($M = 3.32, SD = 0.84$).

Kruskal-Wallis tests also indicated that families scored significantly differently on the item “Provides information using my preferred form of communication (text message, email, or telephone)”, $H(1) = 6.98, p = .008$. Data for the 2020 survey was not available, therefore multiple pairwise comparisons were not performed because there were less than three test fields. A comparison of group means indicates that families in 2022 ($M = 3.69, SD = 0.50$) rated this item higher than families in 2021 ($M = 3.60, SD = 0.55$).

Open-ended responses suggest that while several families were happy with their FSCs, some families experienced challenges, and many families had suggestions for how FSCs could improve.

Eight themes emerged from the open-ended responses. First, many families were happy with their FSCs and provided positive comments about their experiences ($n = 12$). A couple of these responses are provided below. To see all the comments on this theme, see Appendix F.

From the beginning, our Family Service Coordinator was extremely helpful and explained everything in terms we could understand. She answered all questions we had about the process from starting therapy to transitioning to services through the school district. We had a wonderful experience and our daughter’s milestones wouldn’t have been achieved without the program. I highly recommend the program!

So grateful that DE has this resource available for supporting our children. Our Coordinator and Speech Therapist through Bayada has been amazing!

Some families reported experiencing challenges related to their FSC. Specifically, four families noted that their FSC was perceived as an impediment to getting services, while another four families reported that there was a lack of communication from their FSC. A couple of these comments are provided below. To see all the comments on this theme, see Appendix F.

This is my second experience with B23. The first experience was much better than the second, possibly because my second child's disability needs more services. I have had to advocate for my child around the roadblocks both my coordinators have put in front of us.

Love the program and our service providers but we’ve had no communication from a family service coordinator since October. (Note: Survey administered between March and June)

Families also provided several different recommendations related to FSCs. Fifteen families recommended that FSCs improve their communication with families. A few of these comments are provided below. To see all the comments on this theme, see Appendix F.

There could be more check-ins. There were plenty of times that I had to reach out to our service coordinator myself to request meetings or ask for paperwork to be completed.

Better communication with family and care coordinator, get involved more with the family and therapies that are needed, reach out and check in with the family more.

Other families indicated that they would like FSCs to better understand and listen to the needs of families ($n = 3$) and for FSCs to provide more information on different resources within the community, including information on support groups and social activities for children ($n = 10$), information on financial aid ($n = 5$), and information and supports to help their children develop and learn ($n = 25$). A few of these quotes are highlighted below. For all the quotes in this theme, see Appendix F.

We have had a wonderful experience through Birth to Three thus far. I am very thankful that this program is available to us. In the future, more information on play groups or family-friendly gatherings within the community may be helpful.

I think more information for low-income families, we must purchase our child's glasses and we would've liked some help in the financial area. My daughter was getting Vision therapy every month.

List of additional resources, support, and training available and update new things that come up throughout the year.

Finally, three families suggested that B23 hire more FSCs to “reduce caseloads and prioritize quality of care”. To see all the comments in these themes, see Appendix F.

FINDING: MOST FAMILIES DID NOT EXPERIENCE A CHANGE IN THEIR FAMILY SERVICE COORDINATOR OVER THE PAST YEAR, AND OF THOSE THAT DID MOST REPORT THE CHANGE DID NOT NEGATIVELY IMPACT THEIR EXPERIENCE. COMMUNICATION WAS A KEY ISSUE FOR THOSE EXPRESSING CONCERNS ABOUT THE STAFF CHANGE.

Families were asked to indicate whether their Family Service Coordinator had changed over the past year. Eighty percent of families indicated that they did not experience a change in their FSC over the past year. Of those who indicated that their FSC changed over the past year, 88.1% indicated they had two different coordinators, 10.2% indicated they had three different coordinators, and 1.7% indicated that they had four or more different coordinators over the past year.

Open-ended responses suggest that while most families had positive experiences, those that did not were frustrated with a lack of, or delayed, communication.

Families who indicated that their Family Service Coordinator had changed over the past year were asked to share if the changes have affected their family's experience in the B23 program. Five themes related to the transition process emerged from the open-ended survey responses. First, many families ($n = 36$) indicated that the changes have not affected their family's experience in the B23 program. A few of these comments are provided below. To see all the comments on this theme, see Appendix G.

Everything was a smooth transition!!

It really didn't affect anything I still received the care and treatment my child needed. They both made it possible to accommodate the needs of the child.

*My first coordinator was awful...My second coordinator was like a
BREATH OF FRESH AIR!*

While many families indicated that they experienced a smooth transition, several families reported experiencing challenges due to the switch. Families noted communication challenges ($n = 22$) and challenges regarding the provision of services ($n = 16$). Relatedly, some families highlighted that they noticed a difference in the quality-of-service provision provided by the different FSCs ($n = 10$). A few of these comments are provided below. To see all the comments in these themes, see Appendix G.

My original service coordinator left her position, and no one reached out to me to tell me that she had left, so I had to make contact again with the program to see why no one was reaching back out to me.

Ours technically did not change. However, she was on leave, so someone else has been covering. This impacted our experience because our child's re-evaluations were not sent to the School District/Child Find coordinator as they should have been (the district told us that is the normal/expected process.)

Finally, two families made recommendations to improve the process related to FSC changes. To see these comments, see Appendix G.

EARLY INTERVENTION PROVIDER FEEDBACK

FINDING: OVERALL, FAMILIES FEEL VERY SATISFIED WITH THEIR EXPERIENCES IN WORKING WITH THEIR EARLY INTERVENTION PROVIDER(S). NEARLY ALL FEEL RESPECTED, INCLUDED AND HAVE GOOD COMMUNICATION. HOWEVER, FAMILIES OF COLOR REPORT SIGNIFICANTLY LOWER SATISFACTION ON SEVERAL ITEMS INCLUDING RESPECT.

Nearly all families reported positive experiences with their early intervention provider(s). Table 12 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items was very high, ranging from 95.6% to 99.0%.

TABLE 12: SUMMARY & DESCRIPTIVE STATISTICS FOR ITEMS ON EARLY INTERVENTION PROVIDERS (EIPs)

Item	N	M	SD	Strongly Disagree		Strongly Agree	
				(%)	(%)	(%)	(%)
Treats me and/or my family with respect.	583	3.74	0.49	0.7	0.3	23.0	76.0
Provides me and/or my family with up-to-date information about my child's progress and needs.	581	3.66	0.60	1.2	3.3	23.8	71.8
Includes me and/or my family in decisions about my child's therapy services.	583	3.67	0.57	1.0	2.1	25.7	71.2
Communicates with me and/or my family in a way that is sensitive to my family's culture and ethnic group.	581	3.70	0.52	0.5	1.7	24.6	73.1
Provides information in my family's primary language.	578	3.74	0.49	0.5	0.9	23.2	75.4

Provides information in my preferred form of communication (text message, email, or telephone).	578	3.75	0.48	0.3	1.0	21.8	76.8
Offers flexibility in services that meets my family's needs during the Covid-19 pandemic.	579	3.68	0.57	1.2	1.9	24.7	72.2

Families with children of color rated items on respect, communication, and language needs lower than families with white children.

A Mann-Whitney test was used to compare whether families of children of color answered items differently than families with white children. The tests indicated that families of children of color scored significantly differently on three items (Table 13). A comparison of group means indicates that families with children of color rated these items lower than families with white children.

TABLE 13: RESULTS FROM MANN-WHITNEY TEST, WHITE COMPARED TO CHILDREN OF COLOR EIP FEEDBACK

Survey Item	U test statistic	p value	White M (SD)	Children of color M (SD)
Treats me and my family with respect.	38916.00	.021	3.79 (0.41)	3.69 (0.56)
Communicates with me in a way that is sensitive to my family's culture and ethnic group.	37388.00	.003	3.77 (0.43)	3.63 (0.60)
Provides information in my family's primary language.	36931.50	.002	3.80 (0.42)	3.66 (0.56)

Open-ended responses suggest that while most families had positive experiences with their EIP(s), other families experienced challenges related to their EIPs.

Five themes related to EIPs emerged from the open-ended responses. First, 16 families provided positive comments about their EIP(s). A couple of these comments are provided below. To see all the comments on this theme, see Appendix H.

Our speech therapy provider was just so incredible. We could not be more grateful for her help. She worked with my son at his school and at our home (during the summer) and everyone who interacted with her remarked on how incredible she was. My son made tremendous progress and is now at an age-appropriate level with her guidance.

All the therapists provided to my child have been outstanding! They all take the time to explain information to me and go over any concerns they have, or I have myself. They are always reassuring and work extremely well with my child.

Second, 12 families indicated that there was a lack of available service providers. A couple of these comments are provided below. To see all the comments on this theme, see Appendix H.

I like the program and the instructors. However, we have had problems scheduling with the instructors. There doesn't seem to be someone available during the time that works for my child. I understand there are staffing shortages everywhere and lots of students! Unfortunately, we may have to start seeing a SLP at a private practice.

My child never received the speech therapy interventions she was entitled to due to lack of available interventionists. Her early childhood intervention, however, was amazing and did everything she could to try to help fill in the gaps.

Third, five families reported challenges working with their EIP(s). One comment is provided below as an exemplar. To see all the comments on this theme, see Appendix H.

We have been happy with all our therapy providers except one. She has not been very reliable or consistent. She is often late for appointments and will leave early or at the normal time, despite arriving late. She also sometimes cancels appointments without giving much notice.

The last three themes focus on recommendations related to EIPs. Four families recommended that EIPs have increased involvement during admission and transition processes. Four families recommended that more EIPs should be hired.

Finally, eight families provided other, more nuanced, recommendations for EIPs. Examples of these comments are provided below. To see all the comments in these themes, see Appendix H.

The IFSP writing process could use an update. The goals are entirely parent created. I strongly believe the therapist should be involved in the meetings and in writing the goals. I am not a speech therapist and have no clue what an appropriate goal for my child is. I asked our therapist for advice prior to the meeting, but I'm sure there are many parents who don't think to do this. As a teacher in the public school system, I strongly believe the early intervention IFSP process should more closely mirror the school systems and include proper interventionist—rather than just parent—input.

More Spanish-speaking therapists. He wanted someone who was bilingual to work on both languages from our household and there just wasn't any available and my son didn't get assistance with his Spanish.

I believe that workers need to have some sensitivity training when it comes to handling children that are currently in foster care. There are a multitude of different dynamics in each individual case and trying to provide consistent therapy schedules can be a challenge.

SOCIAL EMOTIONAL LEARNING

This was the first year that items related to social-emotional development were provided to families. Table 14 provides summary and descriptive statistics on these items.

FINDING: MOST FAMILIES BELIEVE THEY KNOW WHAT SOCIAL EMOTIONAL LEARNING IS, AND HAVE HAD SOME DISCUSSION RELATED TO SEL NEEDS AS PART OF THE B23 PROGRAM. AS SEL WORK GROWS IN THE COMING YEARS, MORE RESOURCES ARE WELCOME, AND EMPHASIS SHOULD BE PLACED ON HOW TO ACHIEVE EQUITY ACROSS COUNTIES.

The proportion of positive perceptions (i.e., families who agreed or strongly agreed) to items related to knowledge and needs pertaining to social emotional learning ranged from 82.0% to 95.3%. The most positively perceived item assessed the extent to which families agreed that they understood what social-

emotional development means. The least positively perceived item assessed the extent to which families agreed that they received resources to support their child’s social-emotional development.

TABLE 14: SUMMARY & DESCRIPTIVE STATISTICS FOR ITEMS ON SOCIAL-EMOTIONAL OUTCOMES

Item	<i>N</i>	<i>M</i>	<i>SD</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
Social-emotional development, and its importance, was explained to me.	578	3.47	0.69	1.6	6.9	34.1	57.4
I understand what social-emotional development means.	575	3.59	0.60	0.7	4.0	31.3	64.0
I have discussed my child's social-emotional development as part of the B23 program.	574	3.41	0.72	2.1	7.5	37.8	52.6
I am more aware of information related to the social-emotional development of infants and toddlers.	574	3.40	0.71	1.7	8.2	38.7	51.4
I have received resources to support my child's social-emotional development.	572	3.27	0.83	3.1	14.9	33.7	48.3

Families in different counties score differently on items related to discussing social-emotional development with B23 staff

A Kruskal Wallis test was used to compare whether families living in New Castle, Sussex, and Kent Counties answered items significantly differently. The tests indicated that families living across county lines scored significantly differently on two items (Table 15). Pairwise comparisons (not shown) were conducted to analyze all pairs of groups. Significance values have been adjusted by the Bonferroni correction for multiple tests.

TABLE 15: RESULTS FROM KRUSKAL-WALLIS TEST

Survey Item	Degrees of Freedom	<i>H</i> (chi-square) test statistic	<i>p</i> value
Social-emotional development, and its importance, was explained to me.	2	6.31	.043
I have discussed my child's social-emotional development as part of the B23 program.	2	9.17	.010

Pairwise comparisons for the item *"Social-emotional development, and its importance, was explained to me"* revealed that there were significant differences between New Castle County and Sussex County, $H(2) = -38.92, p = .046$. A comparison of group means indicates that families from New Castle County ($M = 3.42, SD = 0.72$) rated this item lower than families from Sussex County ($M = 3.61, SD = 0.59$). No other comparisons were significant.

Pairwise comparisons for the item *"I have discussed my child's social-emotional development as part of the B23 program"* revealed that there were significant differences between New Castle County and Sussex County, $H(2) = -40.77, p = .036$. A comparison of group means indicates that families from New Castle County ($M = 3.34,$

SD= 0.76) rated this item lower than families from Sussex County ($M = 3.56$, $SD = 0.55$). No other comparisons were significant.

Open-ended responses indicate that while many families are not aware of challenges related to their child's social-emotional development, some families cite challenges related to communication, poor social skills, and behavioral and emotional regulation issues.

Families were asked whether they are experiencing challenges with their child's social-emotional development. In addition, families were invited to explain how these challenges impacted them. Seven themes emerged from the open-ended survey responses. First, 127 families indicated that they were not experiencing any challenges related to their child's social-emotional development. To read all responses in this theme, see Appendix I. While many families indicated that they were not experiencing challenges, some families reported that they were experiencing issues in this area. Forty-four families indicated that their child currently has communication challenges, which can lead to behavioral issues. A couple of these responses are provided below. To read all responses in this theme, see Appendix I.

Yes, because she's not saying too many basic words and it gets frustrating when she points and we're both screaming because we're both frustrated, but we're getting there though, and we're both trying.

Hay palabras que no le entiendo y a veces él esta jugando y quiere algo, pero no puede expresarlo y llora. Las personas de mi alrededor lo ven como un niño berrinches [There are words that I do not understand and sometimes he is playing, and he wants something, but he cannot express it and he cries. The people around me see him as a tantrum child]

Families ($n = 28$) also noted that they are experiencing behavioral and emotional regulation challenges that were not related to communication. A couple of these responses are provided below. To read all responses in this theme, see Appendix I.

Negative behaviors such as hitting and kicking. Mostly towards myself (mom) and younger brother.

My daughter's behavior is a struggle, and it affects us daily because sometimes I try to go and do things with her and her behavior and her being hyper makes it very difficult.

Some families ($n = 28$) highlighted challenges related to their child's social skills. A couple of these responses are provided below. To read all responses in this theme, see Appendix I.

Yes, our son couldn't tolerate being around other children his age (besides his sister). It made it difficult for him to share his toys or continue his day without throwing tantrums.

He doesn't like noise; he isn't social with anybody but me. It's hard to leave him with anybody.

Some families ($n = 14$) also explained that they lacked information or resources to support them in addressing their child's social-emotional needs. A couple of these responses are provided below. To read all responses in this theme, see Appendix I.

Sí, no afecta a mi familia, pero no sabemos todo sobre el Autismo de mi niño [Yes, it doesn't affect my family, but we don't really know everything about my child's autism]

Yes. Behavioral issues are arising, and we have a lack of resources available to us on how to help our child succeed.

Other families ($n = 6$) mentioned they were experiencing challenges but were vague as to what types of challenges they were experiencing. To read the responses in this theme, see Appendix I. Finally, 32 families reported that while they were experiencing (or had experienced) challenges related to their child’s social-emotional development, they were presently working (or had worked) with B23 on addressing these issues. A couple of these responses are provided below. To read the responses in this theme, see Appendix X.

In the beginning yes because my son wasn't communicating as much, but now with all the services he is getting, I see a major difference and he is communicating a lot more and saying two-word sentences. The Birth to Three Program has helped us a lot with our son and is good at talking with us about the next steps and so forth.

Gracias a la intervención temprana de este programa los desafíos a los que se enfrenta mi hijo son cada vez de menor preocupación para la familia ya que ha adquirido recursos para afrontar cada uno de ellos. [Thanks to the early intervention of this program, the challenges that my son faces are less of a concern for the family since he has acquired resources to face each one of them]

TRANSITION PROCESS

FINDING: THE PROCESS TO TRANSITION OUT OF B23 IS GOOD FOR MOST, BUT MORE RESOURCES ABOUT THE PROCESS AND ONGOING DISCUSSION IS NEEDED FOR SOME.

Most families reported a positive perception of their transition out of the B23 program. Table 16 provides summary and descriptive statistics on these items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items ranged from 76.8% to 85.2%.

TABLE 16: SUMMARY & DESCRIPTIVE STATISTICS FOR ITEMS ON FAMILY’S EXPERIENCES DURING TRANSITION

Item	N	M	SD	Strongly		Strongly	
				Disagree (%)	Disagree (%)	Agree (%)	Agree (%)
The process to transition my child out of the CDW/B23 program was discussed regularly during my experience with CDW.	445	3.22	0.79	2.2	16.0	39.1	42.7
I understand the process to transition my child out of B23.	446	3.28	0.78	2.7	12.1	39.7	45.5
Resources were shared with me about the transition process.	448	3.17	0.86	3.6	19.6	33.5	43.3
When talking about my child transitioning out of B23 staff told me about other options such as private preschools, Head Start, outpatient therapy services, or school district public preschool services.	446	3.20	0.85	4.0	15.7	36.1	44.2
A transition conference was arranged before my child exited the program.	445	3.31	0.81	2.7	14.2	32.6	50.6

Families in New Castle and Sussex Counties scored differently on items related to receiving resources and information.

A Kruskal-Wallis test was used to compare whether families living in New Castle, Sussex, and Kent Counties answered items significantly differently. The tests indicated that families living in different counties scored significantly differently on two items (Table 17). Pairwise comparisons (not shown) were conducted to analyze all pairs of groups. Significance values have been adjusted by the Bonferroni correction for multiple tests.

TABLE 17. RESULTS FROM KRUSKAL-WALLIS TEST

Survey Item	Degrees of Freedom	H (chi-square) test statistic	p value
Resources were shared with me about the transition process (such as brochures and handouts).	2	9.20	.010
B23 staff shared information about options such as preschools, Head Start, or outpatient therapy services.	2	15.18	<.001

Pairwise comparisons for the item *"Resources were shared with me about the transition process (such as brochures and handouts)"* revealed that there were significant differences between New Castle County and Sussex County, $H(2) = -37.41, p = .041$. A comparison of group means indicates that families from New Castle County ($M = 3.07, SD = 0.89$) rated this item lower than families from Sussex County ($M = 3.34, SD = 0.79$). No other comparisons were significant.

Pairwise comparisons for the item *"B23 staff shared information about options such as preschools, Head Start, or outpatient therapy services"* revealed that there were significant differences between New Castle County and Kent County, $H(2) = -42.77, p = .014$; and between New Castle County and Sussex County, $H(2) = -48.64, p = .004$. A comparison of group means indicates that families from New Castle County ($M = 3.08, SD = 0.88$) rated this item lower than families from Kent County ($M = 3.38, SD = .784$) and Sussex County ($M = 3.44, SD = .704$).

Families scored items on their transition differently in 2021 and 2022.

A Kruskal-Wallis test was used to compare whether families completing the survey in 2020, 2021, and 2022 answered items significantly differently. The tests indicated that families scored significantly differently on the item *"The process to transition my child out of the B23 program was discussed regularly"*, $H(1) = 4.97, p = .026$. Data for the 2020 survey was not available, therefore multiple pairwise comparisons were not performed because there were less than three test fields. A comparison of group means indicates that families in 2022 ($M = 3.22, SD = 0.79$) rated this item lower than families in 2021 ($M = 3.36, SD = 0.75$).

Kruskal-Wallis tests also indicated that families scored significantly differently on the item *"A transition conference was arranged before my child exited the program"*, $H(1) = 7.11, p = .008$. Data for the 2020 survey was not available, therefore multiple pairwise comparisons were not performed because there were less than three test fields. A comparison of group means indicates that families in 2022 ($M = 3.31, SD = 0.81$) rated this item lower than families in 2021 ($M = 3.49, SD = 0.71$).

Open-ended responses indicate that while some families' transitions are smooth, other families experience challenges.

Four themes related to the transition process emerged from the open-ended survey responses. First, eight families reported that they had a smooth transition process. A couple of these comments are provided below. To see all the comments on this theme, see Appendix J.

I had a great experience from my coordinator, my son's speech therapist and ECE and everyone in between. They really made progress with my child and [the coordinator] even asked questions from the school when we had a meeting, questions that I didn't think to ask. She really advocated for us and helped us transition smoothly.

The teachers and therapy staff at Christiana Early Learning center have been so helpful. They are all very amazing at their job; I am very grateful to them all for helping transition from Child Watch to school.

The second theme focuses on families who reported that they experienced challenges during the transition process. Six families reported that they experienced challenges. A couple of these comments are provided below. To see all the comments on this theme, see Appendix J.

In the transition to school, I felt my coordinator was not helpful in advocating for me and my child, and my desire for inpatient services to continue. At first, she was unaware of the advocate program available when I asked about community resources and had to find out.

This is my second child going through this program. 6 years ago, my coordinator and services were head on. This time around, it's hard to schedule a transition meeting, or know what's going on. I feel like I'm ill prepared for September.

The third theme focuses on families who made suggestions about how to improve the transition process. Ten open-ended responses were grouped in this theme. Some of the requests focused on providing families with a timeline for benchmarks and transitioning, providing families with a firm 'end date,' allowing early intervention providers to speak directly with Family Service Coordinators, linking families with other resources and services, and explaining the process in greater detail. A few open-ended comments from this theme are provided below. To see all the comments on this theme, see Appendix J.

I would have liked a better transition out of the program. I'm not sure I had enough closure after 2/3 years of working with my family and then just ending. Maybe making a firmer "end date" so that way we are more prepared. Additionally, I don't like how I communicated with the physical therapist, so I had to share that information with the care coordinator. I wish they were able to speak amongst themselves to initiate the closure.

I wish we had a timeline for benchmarks and transitioning that we can refer to. My child is not yet 3 and I wish I had this reference so that we can navigate the next 6 months correctly.

Want to share information regarding if you stop the services what would be the next steps to do as parents when the child is out in the real world. For example, preschools or other pre-PreK programs that can help the kids become more independent before they enter school.

The fourth theme focused on families who indicated that they desired to extend the length of the program. Five open-ended responses were grouped into this theme. A couple of open-ended comments from this theme are provided below. To see all the comments on this theme, see Appendix J.

I wish the age limit was larger.

Give more time to stay with the family after the 3 years, during the transition to the new situation because it feels lonely with no one advocating for the family.

FINDING: FAMILIES HAVE DIFFERENT PREFERENCES REGARDING THE PREFERRED LOCATION FOR THE TRANSITION CONFERENCE.

This year, a new item was added to the survey tool, which inquired about families’ preferences regarding the location for the transition conference. Families could select ‘school,’ ‘your home,’ ‘virtually,’ or ‘other.’ Families who selected ‘other’ were invited to describe where they would prefer the transition conference to occur. Table 18 provides summary and descriptive statistics on this item.

TABLE 18: SUMMARY & DESCRIPTIVE STATISTICS FOR ITEM ON BEST TRANSITION CONFERENCE LOCATION

Item	N	School (%)	Your home (%)	Virtually (%)	Other (%)
What's the best location for the transition conference?	443	26.6	28.2	42.7	2.5

While a virtual conference was the most preferred option, approximately one-quarter of families preferred to have the transition conference in their home or at a local school. Families who indicated ‘other’ indicated they would prefer to have the transition conference in a public location, medical daycare, a facility, or over the phone.

RECOMMENDATIONS

Recommendation 1: We encourage DHSS, B23 Regional Programs, & B23 leaders to congratulate and share the great work of their team. The great majority of families indicate that early intervention has helped their family know their rights, effectively communicate their children’s needs, and help their children develop and learn.

The Individuals with Disabilities Education Act (IDEA) funds state Part C programs to provide early intervention services to support infants and toddlers with disabilities and their families. All states and jurisdictions receiving Part C funding are required to report data annually to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on the percentage of families who agreed that early intervention has helped their family know their rights, effectively communicate their child's needs, and help them help their child develop and learn. Across federal outcome domains, the great majority of families in Delaware agreed or strongly agreed that B23 has helped their family know their rights (92.0%), effectively communicate their children’s needs (90.7%), and have helped families help their children develop and learn (93.4%). Delaware’s family survey data consistently high state averages across the 2020, 2021, and 2022 iterations of the survey.

Recommendation 2: We encourage DHSS, B23 Regional Programs, & B23 leaders to consider ways in which Family Service Coordinators can provide more information about resources and supports to families in the program, especially those in New Castle County.

Across all the survey items, families were least likely to agree or strongly agree that their Family Service Coordinator “gives me information about other activities and services in the community that help me and my child (e.g., childcare, playgroups, etc.)” (74.5%). Furthermore, comparisons between the 2020, 2021, and 2022 surveys indicate that fewer families agreed with the statement during the 2022 survey (this year) than in the 2020 survey. Open-ended responses suggest that some families want FSCs to provide more information on

support groups and social activities for children, information on financial aid, and information and support to help their children develop and learn.

Further, comparisons of families' responses revealed that families in New Castle County were less likely to agree or strongly agree that they received information and resources to answer questions and address concerns across a variety of questions. For example, families in New Castle County were less likely to report that they were provided information about who to speak with if they feel their family's rights are not being addressed. Families in New Castle County were also less likely to report that their Family Service Coordinator provides them with information about activities and services in the community to help their child. Finally, families in New Castle County were less likely to report that they received resources about the transition process (e.g., brochures, handouts) and information about options such as preschools, Head Start, or outpatient therapy services. We encourage DHSS, B23 Regional Programs, and B23 leaders to consider investigating why families in New Castle County are less likely to report receiving information and resources to support them throughout their B23 experience.

Recommendation 3: We encourage DHSS, B23 Regional Programs, & B23 leaders to examine opportunities for coordinators to reach out to families to maintain more regular communication.

Most families receiving B23 services reported positive perceptions of their Family Service Coordinators. However, some families reported that there was a lack of communication from their coordinator while other families indicated that they would like FSCs to provide more information on different resources within the community, including information on support groups and social activities for children, information on financial aid, and information and supports to help their children develop and learn. We encourage DHSS, B23 Regional Programs, and B23 leaders to consider how coordinators can increase engagement with families involved in the B23 program.

Recommendation 4: We encourage DHSS, B23 Regional Programs, & B23 leaders to continue efforts to streamline the transition process to minimize negative family experiences.

Overall, families were satisfied with their experiences during the transition out of the B23 program. However, each year, the proportion of positive perceptions (i.e., families who agreed or strongly agreed) on these items are consistently some of the lowest on the survey. As already noted in Recommendation 4, comparisons of families' responses revealed that families in New Castle County were less likely to agree that they received resources about the transition process (e.g., brochures, handouts) and information about options such as preschools, Head Start, or outpatient therapy services. Furthermore, comparisons between the 2020, 2021, and 2022 surveys indicate that families completing the 2022 survey (this year's survey) were less likely to report that the process to transition their child out of the B23 program was discussed regularly or that a transition conference was arranged before their child exited the program, perhaps a lingering impact of COVID. Open-ended responses also consistently suggest that some families experience challenges during the transition process. This year, families made suggestions about how to improve the transition process. Some of the requests focused on providing families with a timeline for benchmarks and transitioning, providing families with a firm 'end date,' allowing early intervention providers to speak directly with Family Service Coordinators, linking families with other resources and services, and explaining the process in greater detail. We encourage DHSS, B23 Regional Programs, and B23 leaders to consider how they can improve the transition process to better support families during this time.

Recommendation 5: We encourage DHSS, B23 Regional Programs, & B23 leaders to continue to allow families to choose where the transition conference is held.

This year, a new item was added to the survey, which asked families what their preferred location was for the transition conference. While approximately half of families indicated that they preferred to hold a virtual conference, many families also indicated that they preferred to have the conference at home or at a local

school. As such, we encourage DHSS, B23 Regional Programs, and B23 leaders to continue to allow families to choose where the transition conference is held, or consider family preference before scheduling.

Recommendation 6: We thank DHSS, B23 Regional Programs, & B23 leaders for their communication efforts to families about the upcoming survey administration and recommend continuing the practice to maximize survey participation.

This year, the overall survey response rate increased to 37.99% from 31.17% in 2021 and 32.52% in 2020. We believe the increase was largely due to the additional communication shared by B23 staff and administration which helped families understand that they would be getting a link, text, email or call to provide program feedback. CRESPP's outreach efforts have not changed considerably over this timeframe; however, this year was the first in which B23 supported survey outreach efforts. B23 supported CRESPP's outreach efforts by sending families an infographic in early March that provided information on the survey and told families that CRESPP would be launching the survey soon.

APPENDIX A: ENGLISH SURVEY

The following is a shortened version of the information found at <http://www.cresp.udel.edu/b23>.

Dear Family Member:

This is a survey for families receiving services from Delaware's Birth to Three Early Intervention Program. Birth to Three Early Intervention Program (B23) includes both Administration and Child Development Watch (CDW). The Center for Research in Education and Social Policy (CRESP) at the University of Delaware is conducting the Family Outcomes Survey on behalf of the B23 Program. **The survey takes approximately 10 to 15 minutes to complete.**

Completing this survey is voluntary. You can choose to skip any questions you do not wish to answer. The information that you provide in this survey will be kept confidential. Your answers will be combined with the information collected from other families to create a summary report and no single person or family will be named. Any comments you provide will be reported anonymously. Your responses within the survey will not impact the B23 services you receive now, or in the future.

Individuals who complete this survey can enter a drawing for a \$50 Amazon gift card. Ten gift cards will be given away. At the end of the survey, you can provide your email address or phone number if you are interested in entering the drawing. Participation in the drawing is voluntary.

If you have questions about the survey, please contact Dr. Samantha Shewchuk at 302-831-3486 or shewchuk@udel.edu. The survey has been reviewed and approved by the University of Delaware's Institutional Review Board (UD IRB) and the Delaware Department of Health and Social Services Human Subjects Review Board (DHSS HSRB). If you have any questions or concerns about your rights as a survey participant, you may contact the UD IRB at 302-831-2137 or hsrb-research@udel.edu. In addition, you may contact the DHSS HSRB at Division of Management Services, Herman Holloway Sr. Campus, 1901 N. DuPont Highway, New Castle, DE 19720; (302) 255-9135; DHSS_HSRB@delaware.gov. If you have any questions about the survey at this point, please take this opportunity to have them answered before granting your consent. If you are ready to provide your consent, do so by answering the question below.

Please select whether you agree to take this survey.

- Yes, I would like to take the survey.
- No, I would not like to take the survey.

The survey is made up of four parts:

- Part 1 asks demographic questions.
- Part 2 asks general questions about your program experiences.
- Part 3 asks questions to support B23's federal reporting requirements.
- Part 4 asks you to provide any additional feedback you have about the program.

Part 1: Demographic questions

In this section, we ask you to provide basic demographic information about your child. We use this information to help us understand B23 families and improve our services.

1. Which county do you live in?

- New Castle
- Kent
- Sussex

2. How old is your child?

- Birth to 1 year
- 1 to 2 years
- 2 to 3 years
- Over 3 years

3. Is your child a boy or a girl?

- Boy
- Girl

4. How would you describe your child's race?

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- A race not listed here (please describe)

 Two or more races (please describe)

5. Is your child Hispanic or Latino?

- Yes
- No

Part 2: Program Experiences

The B23 program is interested in learning about your experiences during the admission processes, your experiences with your family service coordinator, your experiences with your early intervention provider(s), your experiences engaging with B23 about your child's social-emotional development, and your experiences during the transition process (if applicable). This section contains five sets of items for each of these topics.

ADMISSIONS PROCESS

The following items focus on your experiences during the admission process. Please indicate how much you agree or disagree with the following statements.

6. *At the start of my experience with B23:*

	Strongly Agree	Agree	Disagree	Strongly Disagree
A family service coordinator met with me and/or my family within 2 weeks after the referral was made.				
A family service coordinator asked about my child's strengths, needs, and goals in our initial meeting.				
The results of my child's assessments or evaluations were explained to me in ways I understood.				
It was easy to find out if my child was eligible for the B23 program.				

Interactions With Your Family Service Coordinator

The following items focus on your interactions with your family service coordinator over the past year. Your family service coordinator is the person who works with you to develop your child’s Individualized Family Service Plan (IFSP). He or she also coordinates services, which may be delivered by multiple early intervention providers. Please indicate how much you agree or disagree with the following statements.

7. *My family service coordinator...*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Treat me and my family with respect.				
Includes me in decisions about services, resources, and opportunities for my child.				
Includes me in the development of my child’s Individualized Family Service Plan (IFSP).				
Assists me in obtaining access to services identified in my child’s Individualized Family Service Plan.				
Gives me information about other activities and services in the community that help me and my child (e.g., childcare, playgroups, etc.).				
Is available to speak with me on a regular basis.				
Communicates with me in a way that is sensitive to my family’s culture and ethnic group.				
Provides information in my family’s primary language.				
Provides information using my preferred form of communication (text message, email, or telephone).				
Offers flexibility with respect to evaluations, scheduling, and appropriate coordination of care that meets my family’s needs.				

8. From time to time, there may be a need to change your Family Service Coordinator. Please indicate whether your Family Service Coordinator has changed over the past year.

- Yes, my Family Service Coordinator has changed over the past year.
- No, my Family Service Coordinator has not changed over the past year. If you indicated that your Family Service Coordinator has changed over the past year, how many different Family Service Coordinators have you had in the past year?
- 2

- 3
- 4+
- N/A

9. If you indicated that your Family Service Coordinator changed over the past year, please share with us if the changes have affected your family's experience in the B23 Program.

Interactions with Your Early Intervention Provider(s)

The following items focus on your interactions with your early intervention provider(s) over the past year. These are people such as early child education (ECE) specialists, speech-language therapists, physical therapists, or occupational therapists. Please indicate how much you agree or disagree with the following statements.

10. My *early intervention provider(s)*...

	Strongly Agree	Agree	Disagree	Strongly Disagree
Treats me and my family with respect.				
Provides me with up-to-date information about my child's progress and needs.				
Includes me in decisions about my child's therapy services.				
Communicates with me in a way that is sensitive to my family's culture and ethnic group.				
Provides information in my family's primary language.				
Provides information in my preferred form of communication (text message, email, or telephone).				
Offers flexibility in services that meet my family's needs (e.g., telehealth, in-person appointments).				

SOCIAL-EMOTIONAL DEVELOPMENT

The following items focus on how B23 has engaged with you about your child's social-emotional development. When talking about your child's social-emotional development, we are referring to your child's interactions with adults and children.

11. Please indicate how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Social-emotional development, and its importance, was explained to me.				
I understand what social-emotional development means.				
I have discussed my child's social-emotional development as part of the B23 program.				

I am more aware of information related to the social-emotional development of infants and toddlers.				
I have received resources to support my child's social-emotional development.				

12. Do you have challenges with your child's social-emotional development? How do these challenges impact your family?

TRANSITION PROCESS

The following items focus on your experiences during the transition process. **Please only complete the items in this section if your child is 2 years old or older.** *If your child is less than 2 years old, skip ahead to Part 3: Federal Reporting Requirements on page 8.*

13. Please indicate how much you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The process to transition my child out of the B23 program was discussed regularly.				
I understand the next steps for transitioning my child out of B23.				
Resources were shared with me about the transition process (such as brochures and handouts).				
B23 staff shared information about options such as preschools, Head Start, or outpatient therapy services.				

A transition conference was arranged before my child exited the program.				
--	--	--	--	--

14. What's the best location for the transition conference?

- School
- Your home
- Virtually
- Other (please describe) _____

PART 3: FEDERAL REPORTING REQUIREMENTS

The Individuals with Disabilities Act (or IDEA) is a federal law that funds and governs special education and early intervention programs and services. IDEA requires Delaware's Birth to Three (B23) Program to ask families for feedback about how well the program has informed you of your rights, helped you to communicate your child's needs, and helped your child learn. This next section asks for your feedback about these topics. Please indicate how much you agree or disagree with the following statements.

15. Over the past year B23:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Helped me know about my family's rights.				
Provided written information about my family's legal rights (for instance, the Guide to Parent Rights document).				
Provided information about who to speak with if we feel our family's rights are not being addressed within the program.				
Helped me more effectively communicate my child's needs to the people who work with my child and family.				
Helped me to more effectively speak up for, or advocate for, what my child needs.				
Helped me know how to help my child develop and learn.				

PART 4: ADDITIONAL FEEDBACK FOR THE B23 PROGRAM

In this last section, we invite you to share any additional feedback you have about the B23 program.

16. Please share with us any additional information about your experience with the B23 program.

17. Do you have any suggestions for us to improve in the future? (Please let us know what types of services you would have liked us to offer. This may include additional information or assistance that might help you better care for your child, including support for your family).

This concludes the survey. We thank you for answering these questions. If you would like to enter the drawing to win one of ten \$50 Amazon gift cards, please provide your contact information on the following page.

If you are interested in entering the drawing to win one of ten \$50 Amazon gift cards, please provide your email address or phone number (whichever is preferred) below. Entering the drawing is voluntary and therefore is not required.

We would like to speak with some parents to learn more about their experiences this past year. If you are interested, please provide your email or phone number (whichever is preferred) below. Providing your information is voluntary and therefore not required.

APPENDIX B: SPANISH SURVEY

La siguiente es una versión abreviada de la información que se encuentra en <http://www.cresp.udel.edu/b23>.

Estimada Familia:

Esta es una encuesta para familias que reciben servicios del Programa de Intervención Temprana "Birth to Three" en Delaware. El Programa de Intervención Temprana "Birth to Three" (B23) incluye tanto la Administración como Child Development Watch (CDW). El Centro de Investigación en Educación y Política Social (CRESP) de la Universidad de Delaware realiza la Encuesta de Resultados para Familias en nombre del Programa B23.

Completar la encuesta toma aproximadamente 10 a 15 minutos. Completar esta encuesta es voluntario. La información que proporcione en esta encuesta se mantendrá confidencial. Sus respuestas se combinarán con la información juntada de otras familias para crear un informe y los nombres de las personas y familias no se usarán. Cualquier comentario que ofrezca se usará de forma anónima. Sus respuestas dentro de la encuesta no afectarán los servicios de B23 que recibe ahora ni en el futuro. Puede dejar y continuar la encuesta en cualquier momento, ya que sus respuestas se guardan automáticamente.

Las personas que completan esta encuesta pueden participar en un sorteo para la posibilidad de ganar una de diez tarjetas de regalo de Amazon de \$50. Al final de la encuesta, puede apuntar su dirección de correo electrónico o número de teléfono si le interesa participar en el sorteo. La participación en el sorteo es voluntaria.

Si tiene preguntas sobre la encuesta, comuníquese con la Dra. Samantha Shewchuk al 302-831-3486 o shewchuk@udel.edu. La encuesta fue revisada y aprobada por la Junta de Revisión Institucional de la Universidad de Delaware (UD IRB) y la Junta de Revisión de Sujetos Humanos del Departamento de Salud y Servicios Sociales de Delaware (DHSS HSRB). Si tiene alguna pregunta o inquietud sobre sus derechos como participante en la encuesta, puede comunicarse con el IRB de la UD al 302-831-2137 o hsrb-research@udel.edu. Además, puede comunicarse con el DHSS HSRB con la siguiente información: División de Servicios de Administración, Campus Herman Holloway Sr., 1901 N. DuPont Highway, New Castle, DE 19720; (302) 255-9135; DHSS_HSRB@delaware.gov.

Si tiene alguna pregunta sobre la encuesta en este momento, aproveche esta oportunidad para que se la respondan antes de dar su consentimiento a participar. Si usted está lista/o para dar su consentimiento, lo puede hacer por medio de contestar la siguiente pregunta.

Seleccione si acepta participar en esta encuesta.

- Sí, quiero participar en la encuesta
- No, no quiero participar en la encuesta.

La encuesta tiene cuatro partes: Parte 1 tiene preguntas demográficas

- Parte 2 tiene preguntas generales sobre sus experiencias en el programa
- Parte 3 tiene preguntas para cumplir con los requisitos de informes federales de B23
- Parte 4 le pide que proporcione cualquier comentario adicional que tenga sobre el programa

PARTE 1: PREGUNTAS DEMOGRÁFICAS

Esta parte tiene preguntas sobre información demográfica de su hijo. Utilizamos esta información para entender mejor a las familias del programa de B23 y para mejorar nuestros servicios.

18. ¿En qué condado vive usted?

- New Castle
- Kent
- Sussex

19. ¿Cuántos años tiene su niño/a?

- Menos de 1 año
- 1 a 2 años
- 2 a 3 años
- Más de 3 años

20. ¿Su hijo es niño o niña?

- Niño
- Niña

21. ¿Cómo describiría la raza de su hijo?

- Indio Americano o Nativo de Alaska
 - Asiático
 - Negro o Afroamericano
 - Nativo de Hawai u otra Isla del Pacífico
 - Blanco
 - Una raza o etnia no incluida aquí (favor de describir)
-
- Dos razas o más (favor de describir)
-

22. ¿Su hijo es hispano o latino?

- Si
- No

PARTE 2: SUS EXPERIENCIAS CON EL PROGRAMA

Al programa B23 le interesa aprender sobre sus experiencias durante los procesos de admisión, sus experiencias con su coordinador de servicios familiares, sus experiencias con su(s) proveedor(es) de intervención temprana, sus experiencias comunicándose con B23 sobre el desarrollo social-emocional de su hijo/a, y sus experiencias durante el proceso de transición fuera del programa (si corresponde). Esta parte de la encuesta tiene cinco grupos de preguntas sobre cada uno de estos temas.

Proceso de Admisión

Las siguientes frases tienen que ver con sus experiencias durante el proceso de admisión. Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

23. Al comienzo de mi experiencia con B23:

	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
Un coordinador de servicios familiares se reunió conmigo y/o con mi familia dentro de 2 semanas después de la referencia al programa.				
Un coordinador de servicios familiares preguntó acerca de las fortalezas, necesidades y objetivos de mi hijo/a en nuestra reunión inicial.				
Los resultados de las evaluaciones de mi hijo me fueron explicados en manera que entendí.				
Fue fácil enterarme si mi hijo era elegible para el programa B23.				

Interacciones con su coordinador de servicios familiares

Las siguientes frases tienen que ver con sus interacciones con su coordinador de servicios familiares durante el último año. Su coordinador de servicios familiares es la persona que trabaja con usted para desarrollar el Plan de Servicios Familiares Individualizados (IFSP) de su hijo. Él o ella también arregla los servicios que pueden ser brindados por otros proveedores de intervención temprana. Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

24. Mi coordinador de servicios familiares...

	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
Me trata a mí y a mi familia en una manera respetuosa.				
Me incluye en las decisiones sobre servicios, recursos y oportunidades para mi hijo.				
Me incluye en el desarrollo del Plan de Servicio Familiar Individualizado (IFSP) de mi hijo.				
Me ayuda a obtener acceso a los servicios identificados en el Plan de Servicio Familiar Individualizado de mi hijo.				
Me brinda información sobre otras actividades y servicios en la comunidad que nos ayudan a mí y a mi hijo (por ejemplo, cuidado de niños, grupos de juego, etc.).				
Está disponible para hablar conmigo regularmente.				
Se comunica conmigo en una manera que es sensible a la cultura y grupo étnico de mi familia.				
Proporciona información en el idioma principal de mi familia.				
Brinda información utilizando mi forma preferida de comunicación (mensaje de texto, correo electrónico o teléfono).				
Ofrece flexibilidad con respecto a las evaluaciones, horario de citas, y coordinación de servicios para satisfacer las necesidades de mi familia.				

25. De vez en cuando, puede haber una necesidad de cambiar el Coordinador de Servicios Familiares. Por favor indique si su Coordinador de Servicios Familiares ha cambiado durante el último año.

- Sí, mi Coordinador de Servicios Familiares ha cambiado durante el último año.

No, mi Coordinador de Servicios Familiares no ha cambiado durante el último año.

26. Si indicó que su Coordinador de Servicios Familiares ha cambiado durante el último año. ¿Cuántos coordinadores de servicios familiares diferentes ha tenido en el último año?

2

3

4+

No aplica

27. Si indicó que su Coordinador de Servicios Familiares ha cambiado durante el último año, por favor comparta con nosotros si los cambios en su Coordinador de Servicios Familiares han afectado la experiencia de su familia en el Programa B23.

Interacciones con su(s) proveedor(es) de intervención temprana

Las siguientes frases tienen que ver con sus interacciones con su(s) proveedor(es) de intervención temprana durante el último año. Estas son personas como especialistas en educación infantil temprana (ECE), terapeutas del habla y lenguaje, fisioterapeutas o terapeutas ocupacionales. Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

28. *Mi(s) proveedor(es) de intervención temprana...*

	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
Me trata a mí y a mi familia en una manera respetuosa.				
Me brinda información actualizada sobre el progreso y las necesidades de mi hijo.				
Me incluye en las decisiones sobre los servicios de terapia de mi hijo.				
Se comunica conmigo en una manera sensible a la cultura y grupo étnico de mi familia.				
Proporciona información en el idioma principal de mi familia.				
Proporciona información en mi forma preferida de comunicación (mensaje de texto, correo electrónico o teléfono).				
Ofrece flexibilidad en los servicios para satisfacer las necesidades de mi familia (por ejemplo, telesalud, citas en persona).				

Desarrollo Socio-emocional

Las siguientes frases enfocan en cómo B23 ha involucrado a usted en el desarrollo socio-emocional de su hijo. Cuando hablamos del desarrollo socio-emocional de su hijo, nos referimos a las interacciones de su hijo con adultos y niños.

29. Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
El desarrollo socio-emocional y su importancia me fueron explicados				
Entiendo lo que significa el desarrollo socio-emocional.				
He discutido el desarrollo socio-emocional de mi hijo como parte del programa B23.				

Tengo un mejor conocimiento sobre el desarrollo socio-emocional de los bebés y niños pequeños.				
He recibido recursos para apoyar el desarrollo socio-emocional de mi hijo.				

¿Tiene desafíos con el desarrollo socio-emocional de su hijo? ¿Cómo afectan estos desafíos a su familia?

Proceso de transición:

Las siguientes frases tienen que ver con sus experiencias durante el proceso de transición fuera del programa. **Solo complete los elementos de esta sección si su hijo tiene 2 años o más.** *Si su hijo tiene menos de 2 años, vaya a la Parte 3: Requisitos de informes federales en la página 8.*

30. Por favor, indique qué tan de acuerdo o en desacuerdo está con las siguientes frases.

	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
El proceso de transición de mi hijo/a fuera del programa B23 se discutió regularmente.				
Entiendo el proceso de transición de mi hijo/a fuera de B23.				
Se compartieron conmigo recursos sobre el proceso de transición (por ejemplo, folletos e información).				
El personal del programa B23 brindó información sobre otras opciones, como preescolares, Head Start, o servicios de terapia.				

Se organizó una conferencia de transición antes de que mi hijo saliera del programa.				
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31. ¿Cuál es la mejor ubicación para la conferencia de transición?

- La escuela
- Su hogar
- Virtualmente
- Otro (favor de describir) _____

Parte 3: Requisitos de informes federales

La Ley para la Educación de Individuos con Discapacidades (o IDEA) es una ley federal que financia y rige los programas y servicios de educación especial e intervención temprana. IDEA requiere que el Programa Birth to Three (B23) de Delaware pida a las familias sus opiniones sobre qué tan bien el programa les ha informado sobre sus derechos, les ha ayudado a comunicar las necesidades de su hijo y le ha ayudado a su hijo/a a aprender. Por favor, comparta qué tan de acuerdo o en desacuerdo está con las siguientes frases.

32. Durante el año pasado, B23:

	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
Me ayudó a informarme sobre los derechos de mi familia.				
Proporcionó información escrita sobre los derechos legales de mi familia (por ejemplo, La Guía de los Derechos de los Padres).				
Proporcionó información sobre con quién hablar si sentimos que los derechos de nuestra familia no se están abordando en el programa.				
Me ayudó a comunicar mejor sobre las necesidades de mi hijo a las personas que trabajan con mi hijo y mi familia.				
Me ayudó hablar por, o defender mejor, las necesidades de mi hijo.				
Me ayudó a saber cómo ayudar a mi hijo a desarrollarse y aprender.				

Parte 4: Comentarios adicionales para el programa B23

En esta última parte, le invitamos a compartir cualquier comentario adicional que tenga sobre el programa B23.

33. Por favor comparta con nosotros cualquier información adicional que tenga usted sobre sus experiencias con el programa Birth to Three (B23) / CDW.

34. ¿Tiene alguna sugerencia para que podamos mejorar en el futuro? (Por favor avísenos cuáles tipos de servicios le hubiera gustado. Esto puede incluir información o asistencia adicional que podría ayudarle a cuidar mejor a su hijo, incluyendo apoyo adicional para su familia).

La encuesta se terminó. Le agradecemos por participar.

Si le interesa participar en el sorteo para la posibilidad de ganar una de las diez tarjetas de regalo de Amazon de \$50, por favor ponga su dirección de correo electrónico o número de teléfono (lo que prefiera usted) a continuación. La participación en el sorteo es voluntaria y, por lo tanto, no es obligatoria.

Nos gustaría hablar con algunos padres para aprender más sobre sus experiencias en el año pasado. Si está interesado, ponga su correo electrónico o número de teléfono (lo que prefiera) a continuación. Proporcionar su información es voluntario y, por lo tanto, no es obligatorio.

**APPENDIX C:
POSITIVE FEEDBACK RELATED TO OVERALL EXPERIENCE IN THE
PROGRAM**

POSITIVE FEEDBACK (N = 68)

Quote	Survey Respondent*
It's just perfect	R_2A1gIoNj6suW7Ml
The program is exceptional	R_3mHnfRynPX3eFOx
Everything seems fine now.	R_BrMjLFz5POHnr8J
I don't have any recommendations. Everything worked great for our family.	R_3hAvyTG1L5xFbYj
B23 works great as per need. Currently my child is above 3 and attending preschool	R_1mniVhCn0IAAzxp
Honestly, everything this program has done has been a wonderful experience.	R_2VINmzjqy5vxsQl
From my experience with Birth to Three, I think they are doing an amazing job. I have no complaints at all.	R_2tstsxeHwYuGtyF
Pues a mi parecer todo está bien con este programa [Well, in my opinion, everything is fine with this program]	R_2VCjK5gZmaqKiw5
My family and I had a great experience with everyone we worked with. Thank you	R_2urL6gHBMn5qWX0
All good	R_23WhUl130bGRjli
I think you guys are doing a wonderful job, keep it up	R_2waDFNOJ0RIL2jn
It's really been a great experience	R_2bNOQYD3VhNixZo
I like what y'all are doing now. Let's keep up the good work please	R_1mDh8aJbUErt9rV
Keep up the amazing job you guys are already doing!	R_3em2IJVD4BZvYmi
My team was amazing!	R_3G6pTPpaMSNIK8W
Es excelente no tendría nada que adicionar, estoy satisfecha por el trabajo que brindaron [It is excellent, I would not have anything to add, I am satisfied with the work they provided]	R_3fw0dZrqQpd4UZX
The program was wonderful.	R_2AF0DE3TuV6kyoC
Great program with great people. Keep doing what you're doing.	R_3hc0deuXOaZwPwA
Things were great	R_21Bq8gMRKuna5Mz
We had a great experience, had everything we needed.	R_xFKChFE1PKh9qjT
Everything was great	R_2cBxBdt1fb7jwvm
Todo está bien, me gusta como tratan a ni hijo [Everything is fine, I like how they treat my son]	R_3GBcMBAYhChvXVQ
Resources were excellent and appropriate	R_3sdBNK5xXqcsTf
I like the way you guys' work.	R_2q4nOsylzWZO9JP

All good	R_2Cv0q3m3LUi4IEQ
You guys are doing a great job! Thank you!	R_3qIDEwpFzLNiNc6
Definitely works. It was explained correctly to me	R_3rImVwhdbXyyZdS
Es un buen programa de temprana edad [It's a good early intervention program]	R_1BWAf5L90ppy5Mv
We've had a great experience	R_qvW0EBcxWqgPZqp
This program was wonderful and has been a gift to our child and family. Thank you for your assistance and all the services you provide.	R_1lgXtInUilqi4aO
Our experience with the B23 program was excellent. Every time I answered "disagree" to a question was because the question didn't apply to my child's developmental delays. I am sure that if we were dealing with that issue, we would have been given information about it.	R_Us7rKD8XE7v2ACZ
I love this program and I'm glad my child was able to be a part of it.	R_SK9BLWaBaMNPZS1
Very helpful and supportive	R_2VO9qWQ6igrsvx2
Overall, we have had a positive experience with the program and are grateful to have had this as a resource.	R_12D7HpQLkphhpEH
Muy bueno el programa. Ayudó mucho a mi hijo [The program is very good. It helped my son a lot]	R_3FLmGumM727uM4s
I just want to say how amazing it has been to be able to experience this and help my son with all his needs, and this program has done such a wonderful job. I have no complaints whatsoever and if anyone needed a place for their child who they feel like is delayed or might have a certain special need I will 100% recommend Birth to Three.	R_2VINmzjqy5vxsQl
We truly appreciate the B23 program. It provides a tremendous resource for a challenging situation. Not sure what we will do when we must transition out of the services in a year!	R_1hYXzwwZCTQvpAL
En mi experiencia me fue fácil de entender porque recibí mucha ayuda y apoyo en todo momento [In my experience, it was easy for me to understand because I always received a lot of help and support]	R_2VCjK5gZmaqKiw5
I would encourage families to be open minded when healthcare providers suggest getting their child involved with a B23 program. The earlier you start the intervention, the faster you will see results and the easier it will be for your child to learn new skills	R_bIyBrTK0aT7q1dn
Good as it is	R_RQeOIVnM4P1gQLv
They are amazing	R_1i8oYOE5z49wdHE
It was a great program	R_24dCo22S2KZp6ct
Muy bueno [Very good]	R_2PhakJ1VfcWUllQ
The whole entire experience has been exceptional.	R_2bNOQYD3VhNixZo
B23 is a great program! I highly recommend it to families with children up to 3 years old who need services for their kids.	R_0qWoHphdZ4NZlAd
Such a great program.	R_cZId30FaQbhhhS1
Great	R_3EBbwMWoaqBtUBs
I think they are passionate about helping others	R_ReiwCSBljsMx7K9

The experience has been a pleasant and helpful one. We have gotten so much information on services that can be provided for our child.	R_RfxazoBLMHRHZPr
Love my daughter's team they're all amazing and do such a great job with her	R_2atLz5kl97gKDEg
I've now been through the program with BOTH children, from start to finish. This program has been so beneficial to us as a family & for my children as individuals! I'm so grateful for all of you & everything you've done for my kids! This program has far exceeded my expectations.	R_PZKaQHtw2QxVBvz
Un excelente programa [An excellent program]	R_3GBcMBAYhChvXVQ
Great	R_3J9RrZwrCwGCTPl
Es un muy buen programa y de gran ayuda. [It is a very good program and very helpful]	R_2S2j8iIdr6cHEhu
I had a good experience	R_Xna6ZubA2J8jsGt
Thank you for everything you did for [Child].	R_OMO4UKC6FxDmuxH
I can't express my gratitude to B23.	R_O1NRgAVH13731Ad
It's been very good for my child	R_2ruvFuQGhCAeXfv
Overall, the program was easy to work with and we had a good rapport with our various workers and therapy providers.	R_3gOBxAqMO1mrXkb
Everyone made it a seamless and nearly enjoyable experience, given the subject matter.	R_21vMvTw2ziaRQnz
Great	R_1kIC2iXPLMndRdL
Desde la evaluación hasta la última sesión en casa el personal cumplió con las expectativas que teníamos acerca de este programa. [From the evaluation to the last session at home, the staff met the expectations we had for this program]	R_27jaWYDnWICEeoE
I was able to get serviced at my home	R_3L1nrBjgeFJCuoR
Excellent	R_2Cv0q3m3LUi4IEQ
It's a good program	R_2Bkw73V8TmWKywh
It was pretty good.	R_2Esd9KUyNQjkRVb
I have good, nice people working with my child.	R_2A1gIoNj6suW7MI
I have never met an individual who cared so much about my child and his therapies. It's amazing the work that you all are doing, and we appreciate it so very much. I have never felt more safe and secure in knowing that my child was in good hands.	R_2CH6iSkAQ3tsMI3

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APPENDIX D: CHILD'S DEVELOPMENT

B23 SERVICES HAVE RESULTED IN IMPROVEMENTS TO CHILD'S DEVELOPMENT (N = 15)

Quote	Survey Respondent*
B23 has helped my son tremendously. He learned to eat, use his fine motor skills, and now we are working on communication.	R_3O6U7aE9IEhBWUC
I had the survey for a short amount of time. (June-Dec) During this time, they helped me identify that my son could not hear and assisted me with the proper steps to have a procedure done. After the procedure he had the BEST speech therapist. She taught him sign language and my family so we could communicate with my son. She also provided the resources needed for transiting him to public school services.	R_1msCV37mD7iBSma
Nos ayudó muchísimo en el desarrollo de mi hija [It helped us a lot in the development of my daughter]	R_1qV5j3Y3soi7Lq1
As a new parent I didn't know what is best for my son. But with this program my son has achieved every developmental milestone. He had a flat head due to sleeping on one side but with the program started, he got his cranial helmet along with PT sessions and now after his Helmet is gone, no one can recognize his head was even flat. His head had become symmetrical, and he started to walk before he turned 1 year. He is doing very well with his program. We really appreciate the program.	R_zeWuwKhFDdGzi8x
Ever since my son has been with Birth to Three, he has grown and met his goals and is doing a lot more stuff than when he first started. If anyone needed a place for their child to get help base on their needs or because they're delayed, I would highly recommend Birth to Three to them, 100%.	R_2tstsxeHwYuGtyF
<u>This program is the reason my son has been able to not only expand vocabulary, but his receptive and expressive language has become exceptional.</u> He had an amazing speech pathologist who cared about his wellbeing and his ability to grow. He is now in a preschool program with the help from B23 program. <u>His social-emotional behavior has improved, he has made friends, and his teachers say nothing but good things about him and his progress.</u> As a mother I couldn't be happier. Thank you.	R_xxRxlGkndWQPRPH
Me han ayudado a que mi hija esté mejor [They have helped me so that my daughter is better]	R_2zLRF0LAMIGTnoQ
The program is good, and I see a lot of changes in my baby	R_3G6Tr9EKamqwQLF
It takes time, but you can see results as the time goes on	R_5bhRrvsygtDFlaV
Our speech therapy provider was just so incredible. We could not be more grateful for her help. She worked with my son at his school and at our home (during the summer) and everyone who interacted with her remarked on how incredible she was. <u>My son made tremendous progress and is now at an age-appropriate level with her guidance.</u>	R_3QFQ9NMMdymzkNZ
Speech and PT both from Easter Seals are amazing, <u>my daughter has grown so much and is learning new skills at a rapid pace.</u> I will miss them tremendously but will be forever thankful for all they did for [Child].	R_ehUA1UpiWHttSeZ

I had a great experience from my coordinator, my son's speech therapist and ECE and everyone in between. <u>They really made progress with my child</u> and [the coordinator] even asked questions from the school when we had a meeting, questions that I didn't think to ask. She really advocated for us and helped us transition smoothly.	R_2fA]nzNWKu5zU2B
I had a wonderful experience and I'm so grateful. <u>My son has made tremendous improvements since we started.</u> Our teacher that came to the house was so sweet, kind, helpful and patient every week. Our family coordinator was a pleasure. She helped me figure things out, gave me all the information I could ever need, provided support and reassurance and she was just so sweet, positive, and supportive.	R_vJqhHuZ2mxdI3nj
From the beginning, our family service coordinator was extremely helpful and explained everything in terms we could understand. She answered all questions we had about the process from starting therapy to transitioning to services through the school district. We had a wonderful experience and <u>our daughter's milestones wouldn't have been achieved without the program.</u> I highly recommend the program!	R_3hAvyTG1L5xFbYj
Our coordinator has been great to work with. She is very flexible and effectively communicates all the info needed for a parent who is new to the B23. My son's speech therapist is amazing, and <u>my son's speech has improved well over my expectations in the first 6 months of working with her.</u> She does a great job at educating me on the speech criteria that she is noticing/working on with my son, while also working so well with him. My son (and daughter) absolutely loves [her] and we all look forward to her home visits each week. Overall, we have been extremely pleased with our experience with B23 and I am so grateful for such a wonderful resource.	R_2Sqpehklkpasxpy

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B23 HAS HELPED FAMILIES KNOW HOW TO HELP THEIR CHILD DEVELOP AND LEARN (N = 9)

Quote	Survey Respondent*
The program is a wonderful tool for new patients. If not for this program, I wouldn't have known how help my child develop and understand his needs.	R_3mWz87JFmXaK3jb
The B23 has really helped my family deal with my child's developmental delays due to her condition. Thank you	R_BrMjLFz5POHnr8J
This program is amazing. I've learned how to teach with toys, how to make learning toys with household products, how to communicate with toddlers on their level. I've learned patience.	R_3lQrO1woI9bB17W
Great program. It helped my son achieve his goals and gave me the support and guidance to help him succeed.	R_1NxjftgEkFn4F6p
El programa está siendo de gran ayuda en el desarrollo de mi hijo y me brinda apoyo para entenderlo y saber cómo reforzar sus necesidades. [This program has been a great help in my son's development and gives me supports to understand him and know how to address his needs]	R_2bT2AOGv0IVNan1
Ayuda a comprender un poco más [It helps to understand a little more]	R_3FVUBqI2ed9YURz
It's an amazing program that really helps families understand the importance of early intervention. I had no idea where to start, I was	R_ePwOmCyEG9mMvYZ

overwhelmed by so much information and this program helped me break everything down to achievable goals.	
It's a very good program and I am glad my son was able to be a part of it to receive early speech therapy and for me to get a better understanding of how to help him as well.	R_2CCTAOCnqhZQpbW
Our coordinator has been great to work with. She is very flexible and effectively communicates all the info needed for a parent who is new to the B23. My son's speech therapist is amazing, and my son's speech has improved well over my expectations in the first 6 months of working with her. <u>She does a great job at educating me on the speech criteria that she is noticing/working on with my son,</u> while also working so well with him. My son (and daughter) absolutely loves [her] and we all look forward to her home visits each week. Overall, we have been extremely pleased with our experience with B23 and I am so grateful for such a wonderful resource.	R_2Sqpehklkpasxpy

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SOME FAMILIES PERCEIVE THAT B23 HAS NOT HELPED THEIR CHILD (N = 2)

Quote	Survey Respondent*
Help the child. We didn't get any help	R_3kie9I9oQG rheuu
The program was an awful experience. My child didn't receive the attention and tools he truly needed. I felt like it was strictly by a check list and not for my son specifically. In the months he was in the program there was no communication about how he was doing. I felt forced to do things a certain way and not what I was comfortable with. He is in a new program where's he's thriving now.	R_3M6EMGZngl6zUSb

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APPENDIX E: ADMISSION-FOCUSED RESPONSES

CHALLENGES WITH ADMISSION PROCESS (N = 7)

Quote	Survey Respondent *
<p><u>Once I started receiving services it has been excellent but getting to those services is not easy to do. It was difficult to understand how to navigate them and what resources were available.</u> The school district evaluation was also extremely long considering my child's disability was easily documented from healthcare providers, and the assessment of my infant from the school district did not seem necessary or to add any specific value to the services she ended up receiving.</p>	R_3k18cSJ18as5HCJ
<p>We had no support throughout the time in the program; toward the end we got a new FSC, and she was great, but it was at the end. Our child was transitioned to nowhere. She is still in need of support, but the school says she is not delayed enough, and the doctors say she needs help. The speech therapist that came to the house was inadequate. There was no structural help. He watched her play and when asked to help with her learning to speak with a structured therapy we were ignored. She still doesn't speak correctly, and we are now left with no support. <u>Our original evaluation said she only needed speech services when she needed much more.</u></p>	R_3kie9l9oQG rheuu
<p>The first time my daughter was assessed, the evaluators got lost and were late. It was frustrating because I didn't have their number and they didn't have mine, so we didn't have any way to communicate with each other. I even called the person who had scheduled the appointment, and she wasn't any help.</p>	R_27myj6Lv8SvHf6e
<p>At his evaluation my son was found to have a receptive speech delay, expressive speech delay and cognitive delay. Our case worker was able to get us connected to speech therapy services at Nemours, where we were able to be seen for in-person weekly appointments. This was helpful to my son's speech development. <u>However, I do not feel that we were given information or resources on how to support him with his cognitive delay through B23. As a result of this we chose to pursue an evaluation with a developmental pediatrician on our own to gain insight and support on how to support his cognitive functioning.</u> When it came time to transition from B23 to district-based services our case worker set up a transition meeting for us, which was very helpful. Our next step was evaluation with the school, which we did follow by an IEP meeting to determine eligibility. Our case worker was supposed to attend the eligibility meeting but did not show up for the meeting. We have not heard from her since. This was highly disappointing for us. Up until this point she had been a great support, but I felt that we were left to navigate the transition out of B23 on our own.</p>	R_115X7jvMRXITID1
<p>I initially requested services prior to my child's second birthday as her pediatrician and I knew she was behind. She was denied at the time due to being under two, and then later after turning 2 she was re-evaluated and eligible for services. Services were only provided for less than a year before she transitioned out due to turning three. She could have been receiving services sooner if she was deemed eligible at her first evaluation about 3 months before her 2nd birthday.</p>	R_3k6b4PPJPAozXz4

<p><u>Our Family Service Coordinator was not punctual for our first phone appointment. After signing all the documents back to her, I did not hear from her for 20 days and I had to follow up with her and involve [staff member's name] to check when she would schedule [Child]'s evaluation.</u> At the end [staff member] arranged the evaluation. I was first in contact with [staff member] on March 28, 2022. The evaluation didn't happen until May 19. I was disappointed with how slowly things were moving and got done. I later learned [our coordinator] left and [new coordinator] took over. [New coordinator] was great at keeping us informed and up to date.</p>	R_3L1iphHrUI0EJkc
<p>I wish a feeding specialist was brought into our son's care sooner vs us having to go through the primary doctor just for the feeding specialist to say it's covered by the Child Watch program.</p>	R_eeLGWU0KtXXth9T

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CHALLENGES IN SEEKING ADDITIONAL EVALUATIONS (N = 2)

Quote	Survey Respondent*
<p>My son's first referral and evaluation went well and in a timely manner. <u>However, we have recently asked for another evaluation for different services, and it has taken literal months to get any information from anyone, let alone get anything scheduled. At this rate my son will be three before anything is started.</u></p>	R_sOjtsv5MYK1RYkh
<p>I was under the impression that there would be some sort of actual evaluation every 3 months. We had one in person visit, and then only one phone call and my baby is over 8 months now.</p>	R_1H19QEa97gWVXuV

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SUGGESTIONS TO IMPROVE ADMISSION PROCESS (N = 7)

Quote	Survey Respondent*
<p>Better communication, <u>better evaluations</u></p>	R_1H19QEa97gWVXuV
<p>The evaluation was very off. I suggest doing it at home. My son was so distracted, and it messed his scores up so much that the actual issue was glossed over.</p>	R_2s5sjZ4qDnNjTma
<p>I will say that the assessment should be in person. I am not sure if covid might have caused us to do things mostly via zoom.</p>	R_O9y7XczvEhu2ggN
<p>Make the website easier to understand what services mean for someone who is an infant. Clearly list what service options there are, what steps are needed, etc. Also, for a deaf child who is not directly in the school district for the DE school for the deaf, it's not clear why the school district we live in is required to refer to early intervention through the school of the deaf when the regular school district has no direct resources available. This delayed the start of services by about 3 months.</p>	R_3k18cSJ18as5HCJ
<p>More transparency on services offered and processes.</p>	R_yJy3zeI9wq9xuWR
<p>Maybe if you could provide a roadmap graphic with approximate timeframes for the process and include what will happen next, what the approximate timeframe is for the next step, etc.</p>	R_2xSjKeLhuT3d9px

<p>From the beginning let parents know how to get help. For example, my child ended up in speech therapy, so I noticed it on my own when he was 2.5 years old. I would have liked to know earlier. For 6 months he didn't get any help because of Covid. By the time he got the assessment for speech therapy he was turning three. Now he is at school, Monday-Thursday from 9-12:30pm he gets speech therapy.</p>	<p>R_12f2pSNJZpsD6NS</p>
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APPENDIX F: RESPONSES ON FAMILY SERVICE COORDINATORS

POSITIVE FSC COMMENTS (N = 12)

Quote	Survey Respondent*
Our whole experience was amazing! All his therapists were awesome! <u>Our coordinator helped us transition him to school seamlessly!</u> We are so thankful and have been blessed by everyone involved in [Child]'s care! Thank you	R_1d79dvUX7xFJ2TG
Very thankful for this program and our coordinator.	R_27VuLRBlo755GXP
I <u>had a great experience from my coordinator</u> , my son's speech therapist and ECE and everyone in between. They really made progress with my child and [the coordinator] <u>even asked questions from the school when we had a meeting, questions that I didn't think to ask. She really advocated for us and helped us transition smoothly.</u>	R_2fAJnzNWKu5zU2B
[Coordinator] has been the most amazing family service coordinator and is SO helpful we are so happy with B23 and all it has done for us	R_1DXQRUCU6c7sD94x
I had a wonderful experience and I'm so grateful. My son has made tremendous improvements since we started. Our teacher that came to the house was so sweet, kind, helpful and patient every week. <u>Our family coordinator was a pleasure. She helped me figure things out, gave me all the information I could ever need, provided support and reassurance and she was just so sweet, positive, and supportive.</u>	R_vJqhHuZ2mxdI3nj
I had a great experience with our coordinator, they were very flexible and made the transition very smooth for my child.	R_3PT8BKWhWOdJXeP
<u>From the beginning, our family service coordinator was extremely helpful and explained everything in terms we could understand. She answered all questions we had about the process from starting therapy to transitioning to services through the school district.</u> We had a wonderful experience and our daughter's milestones wouldn't have been achieved without the program. I highly recommend the program!	R_3hAvyTG1L5xFbYj
<u>Our coordinator has been great to work with. She is very flexible and effectively communicates all the info needed for a parent who is new to the B23.</u> My son's speech therapist is amazing, and my son's speech has improved well over my expectations in the first 6 months of working with her. She does a great job at educating me on the speech criteria that she is noticing/working on with my son, while also working so well with him. My son (and daughter) absolutely loves [her] and we all look forward to her home visits each week.	R_2Sqpehklkpasxpy
So grateful that DE has this resource available for supporting our children. <u>Our Coordinator</u> and Speech Therapist through Bayada <u>has been amazing!</u>	R_YVwXFKTvyW6yx7X
This program has been incredibly easy to navigate, and <u>our family service coordinator is fantastic!</u>	R_2pWXXvzVGzT2K4V3
I love my service coordinator she is a wonderful person, and she always calls me whenever or leaves the voice mail, God bless her I recommended B23 to many families	R_2waDFNOJ0RIL2jn

No. Other than that my service coordinator is polite and understands I'm a busy mom, so she texts me instead of call, but I appreciate that.	R_yKoVSWuFIekwrJL
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FSC WAS PERCEIVED AS AN IMPEDIMENT TO GETTING SERVICES (N = 4)

Quote	Survey Respondent*
It is hard to get a response and when I do my reach-outs are completely ignored. Then it is relayed to my child's care team that I haven't done anything regarding updating or fixing my daughter's service plan, which isn't accurate or true considering I usually call with services. So, they already know that the coordinator is lying to all of us which makes it hard to trust that my daughter's case is being worked appropriately.	R_PYS3FN8cy2d1kd3
This is my second experience with B23. The first experience was much better than the second, possibly because my second child's disability needs more services. I have had to advocate for my child around the roadblocks both my coordinators have put in front of us.	R_2fBU5gHnyjmMY3d
We lost an ECE teacher, and it took 4 months to get a new one. Mostly because of a lack of follow-up from our coordinator. I continually called her and had to re-explain what happened every time. She was very sweet, but just not on top of it.	R_1C8RoTqq4jz0eVD
The staff of coordinators were very unprofessional. The overall team lacks compassion and accountability. They are all unprofessional and make excuses on why they haven't done their jobs, attended meetings, etc.	R_2YFbEqyABpTxdX0

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LACK OF COMMUNICATION FROM FSC (N = 4)

Quote	Survey Respondent*
Getting a speech therapist scheduled to work with my son was a very frustrating process. It took over 2 months. I also felt like the B23 coordinator did not communicate very well with me during this time.	R_2Pe7wJzAx8PInAI
Love the program and our service providers but we've had no communication from a Family Service Coordinator since October.	R_Rm33X0LjZHGgbf3
No one should have to go through what I did initially. Communication is key and so is patience and understanding what parents are going through.	R_2vI92jVYv8FRfp3
The speech therapist was amazing, but beyond that she was the most informative about the entire B23 process. She was the most helpful member of staff. The OT helps me advocate for my child and his transition, conversations, and words to help prepare me for my IEP meeting. He seemed to get nothing out of his ECE, the scheduling was not amazing, and the service coordinator did not help with it. The service coordinator was very difficult to get in contact with. There was a time frame from 18 months to 2 and a half years that we zoomed once. She needed to be reminded many times to help. His OT and speech therapist were instrumental.	R_1rHCa9boJP8J2j0

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RECOMMENDATIONS FOR FSCS ABOUT COMMUNICATION (N = 15)

Quote	Survey Respondent*
There could be more check-ins. There were plenty of times that I had to reach out to our service coordinator myself to request meetings or ask for paperwork to be completed.	R_1n8vz3tkUqDtygI
I did feel overwhelmed at times with information and unsure what questions to ask in the moment. I was told I could reach out at any time with questions, but follow-up meetings after the transition meeting, IEP and/or first marking period could be nice for first time parents in the program. I know it is one more thing and there is never enough time, but it could be helpful.	R_1EWiwVYhO8M4Wsv
Que las sesiones del habla fueran más frecuentes [That the speaking sessions were more frequent]	R_27jaWYDnWICEeoE
Should be able to have monthly meetings with service coordinator.	R_2CEakmnYf2g55t3
Prepare better prior to speaking with families.	R_2CKxVNiAoawngJP
Communication!!! Talk with the families and don't allow them to feel left in the dark or feel like they are chasing you down. As parents with children going through developmental challenges, we think enough and worry enough.	R_2WGQYE6TQsEm5FQ
Better communication with family and care coordinator, get involved more with the family and therapies that are needed, reach out and check in with the family more	R_3PNd1dKpX96Wgi4
Yes, they can check up on us every month and talk to us and give us resources or the help we need.	R_scAUvK3vERz2qpb
Better communication and explanation of services at the beginning. I was involved with the multidisciplinary team (which included the medical professionals) and I'm not exactly sure why.	R_6nHOLG175a0H2OR
More time spent explaining what the goals and meetings really mean.	R_2vl92jVYv8FRfp3
Sometimes the coordinator appeared rushed, and I would recommend taking time and go over what the parent will be signing.	R_x9mDRuHIIDo3mM1
No, just better communication.	R_2Pe7wJzAx8PInAI
Better communication, better evaluations	R_1H19QEa97gWVXuV
Communicate better internally.	R_27myj6Lv8SvHf6e
I don't really know too much about it and, if so, it was too much information all in one. So, I think that it would help if they can break it down so us parents can understand	R_scAUvK3vERz2qpb

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RECOMMENDATIONS FOR FSCS TO BETTER UNDERSTAND AND LISTEN TO THE NEEDS OF FAMILIES (N = 3)

Quote	Survey Respondent*
I would maybe suggest they take more into consideration what the parents have to say regarding behaviors or concerns. However, overall, I'd say the program is very helpful for those who genuinely need it.	R_2wpoF81XJOejqPm

Please make sure ALL family services coordinators know what they're doing, and perhaps especially provide more training to help them understand the unique circumstances that may surround a child who has autism.	R_d4PZyMeh4deKCHL
Fire Ms. Gay and hire someone passionate about actually doing the job and instilling skills in their employees that allow them to do their job as well.	R_2tA0tlZcmJGyvOD

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RECOMMENDATIONS TO HIRE MORE FSCS (N = 3)

Quote	Survey Respondent*
Your service coordinators are either spread too thin with too many caseloads or are acting like it to the families. Resources are sparse across all medical fields, but if you can hire more people to help reduce caseloads and prioritize quality of care without feeling like a checkbox it would be highly recommended and appreciated by families already struggling with circumstances for young children that are very difficult.	R_2wLIBZHuTas4k6G
Don't max out caseload capacity, allow for the coordinator to develop a relationship with parents.	R_2afatEIrhPYSEgm
Hire more people?	R_OMO4UKC6FxDmuxH
Hire more case workers	R_3jd3FWuEWMeQny4

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RECOMMENDATIONS FOR FSCS TO PROVIDE MORE INFORMATION ON SUPPORT GROUPS AND SOCIAL ACTIVITIES FOR CHILDREN (N = 10)

Quote	Survey Respondent*
Support groups. Social activities for children, etc.	R_R95EcfxcsgX1I8V
I would love to take my child to see other children in person with B23.	R_3O6U7aE9IEhBWUC
I would have loved it if there was a group session with a few other children, just a small group for interaction. I would have loved if the therapist/teacher brought activities or some new toy for the session because sometimes the child gets more involved if it's a toy, they haven't seen	R_vJqhHuZ2mxdI3nj
I think a family BBQ with other families in the program would be nice. A nice way to interact with other families with similar concerns.	R_07cyZmivk2Km689
We have had a wonderful experience through Birth to Three thus far. I am very thankful that this program is available to us. In the future, more information on play groups or family-friendly gatherings within the community may be helpful.	R_2xSIVVQ4v0BmbwS
Stay and play/play group in every town in DE	R_0qWoHphdZ4NZIAd
Child play groups or classes to help teach sharing to 2-year-olds. Definitely need help with sharing and expressive issues. Need assistance with kids being physical with peers	R_3R7vsVykwbFVZTu
Que tengan más actividades con los niños [That they have more activities with the children]	R_2YEvm8T*TG5OnDTC
The main thing I would have liked to receive in addition to the services offered is some way to connect with other parents of young children in the program. It is hard to find other parents facing similar challenges.	R_2dNn4zJE6JiVyeQ

Maybe a support group of families just starting out in the program. An event where it's offered once a month through Child Watch itself.	R_3NCXTZEBbog4EQI
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RECOMMENDATIONS FOR FSCS TO PROVIDE MORE INFORMATION ABOUT FINANCIAL AID (N = 5)

Quote	Survey Respondent*
I think more information for low-income families. We must purchase our child's glasses and we would've liked some help in the financial area. My daughter was getting vision therapy every month.	R_3PT8BKWhWODJXeP
Need help with finances	R_b2aQTVxOUP1h2Ct
Respite or transportation to or from childcare	R_3lQrO1woI9bB17W
I don't recall receiving information regarding other services which may be available to our child outside of the accepted programming, but there was a question which asked if we were presented with this. Perhaps we are not their target socioeconomic family, but food bank information, donation sites, play places, etc., would be greatly appreciated. Even if not for us, it is great to know as anyone can fall on hard times.	R_2EBoUTvTHaaIR5e
I am the guardian of my daughter's child, and I would love to have gotten more information about services / assistance that she could receive. She does not collect any death benefits from the passing of her mother, and even though I make an affordable income, things have been tough.	R_3Rfsyb87Rj0TOB3

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RECOMMENDATIONS FOR FSCS TO PROVIDE INFORMATION, SUPPORTS, AND SERVICES TO HELP THEIR CHILD DEVELOP AND LEARN (N = 25)

Quote	Survey Respondent*
Our coordinator has never offered to provide us with additional information or resources in our community. That would probably have been helpful.	R_1Kd5C6TQYJdgvfL
Yes, they can check up on us every month and talk to us and give us resources or the help we need.	R_scAUvK3vERz2qpb
The coordinator role felt more like a middleman after initial services were set up. I would have liked to know more about community resources; I had to go elsewhere to find that info.	R_2VkiwiAmx0akBVp
I know there is a shortage of speech therapists, but I wish there were more resources for us to use in the meantime while we wait for one.	R_2X4HBjfOWEuFOP6
More options in the summer	R_2dKYY6Q3rvkqbT2
Sobre mi hijo, ayudar a que él hable [About my son, helping him speak]	R_1BWAf5L90ppy5Mv
I think it would be nice if this program had a dual program with Autism Delaware like giving parents updates on things happening around our area that are kid friendly!	R_2fAJnzNWKu5zU2B
ABA therapy or behavior therapy for children that qualify	R_1DXQRUC6c7sD94x
More information, support, and services to address cognitive delays.	R_115X7jvMRXITID1
List of additional resources, supports, and training available and update new things that come up throughout the year	R_2S98fYDyhNoqAeN

I would say that there could be more resources that I can reach out to regarding my son. I know that there are some regarding that. I'm just saying that maybe placing some more into the program if any	R_3fVRbram9Dj41Es
I wish there was additional info on more resources because we're not having enough success for my child to catch up to her peers. We've had preschools not want to accept her because of her speech delay and we're not getting the help we need.	R_2tzAkGQiwZtjktV
People I could touch base with while we were waiting for assistance, just for advice or things I could do.	R_2X4HBjfOWEuFOP6
Place to go to find more information to help me and my child.	R_2fBU5gHnyjmMY3d
Early Head Start, or some program to help with learning would be great to offer. New parents don't always know how to interact with their children	R_1mmIJEJ2gR2YF9o
Terapia familiar para saber cómo ayudar a mi hijo a mejorar en sus debilidades. [Family therapy to know how to help my son improve his weaknesses]	R_2bT2AOGv0IVNan1
Behavioral help would have been extremely helpful	R_1MLED91YOQEHsdC
Just home assistance	R_1OwUKuhjSbVeZnH
Speech therapy in the home would have helped more for my son.	R_yqAjX3TZ4BbpQ3L
ABA therapy	R_pye9pLEQ5A1Gn2F
Information regarding childcare or other resources available for children with disabilities would be great.	R_1FfAdSEiWUcxzd3
Mandarme más información sobre escuelas para mi hijo [Send me more information about schools for my son]	R_2S2j8iIdr6cHEhu
With the speech, I'd just like more information on what foods to start out with and then move to the next group. Certain foods to mix to help his eating new different textures, etc. Also, what utensils and or toys will help exercise his mouth so he can make other sounds easier	R_SIWaW3IhclK3XNf
More often training, we got once a week, and it did not seem frequent enough for how young the children were. Maybe 2 times a week.	R_3JyE9fQp1t4PNFA
More than once a week would be a lot more effective	R_2y0ZAuPokRE4iHg

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APPENDIX G: RESPONSES ON CHANGE IN FAMILY SERVICE COORDINATOR

SMOOTH FSC TRANSITION (N = 36)

Quote	Survey Respondent
No, it has not affected our plan.	R_3O6U7aE9IEhBWUC
Everything was a smooth transition!!	R_chUA1UpiWHttSeZ
They have not! The change was very easy	R_1NqtGypK1ILnReE
Thankfully no, everyone we've worked with has been great.	R_114K6XjWAx725i
It's been fine, but I don't know why it changed.	R_27myj6Lv8SvHf6e
It has not, the second one came right at the end, and I only spoke to her once	R_2a8ooyAskAJh4o3

They have not affected service	R_ssOxXRSGBkeFMGZ
No, it has not, it is basically continuous care	R_3G6Tr9EKamqwQLF
Nothing; the new one came to the house to meet with us and reviewed all the information the old one had, and we set new goals and updated information on my son.	R_eeLGWU0KtXKth9T
No changes	R_RQeOIVnM4P1gQLv
Bien [Good]	R_1ezLdohuxQl3cwC
The coordinator changes from Daycare to the school coordinator	R_3D6zqWL28WZHK05
Absolutely no	R_11ZRr5mW8ovRFYC
In the beginning the lady was leaving and didn't re-sign my case. It took a while, but once I got going, I appreciated everyone being helpful. I found the most help with someone who wasn't even my coordinator, she was amazing and helped me even though I wasn't her case. She gave me great assistance; she needs to be awarded somehow. She is phenomenal and I'm sure if you ask her actual cases, they will sing her praises because of how she helped me they are well taken care of	R_BWAd6uhsaGBDQ1r
Both have been wonderful!	R_3Kwn0O4u63hQ8Rc
The transition was very smooth, and both communicated the change	R_brxr5NtouxE2B4B
Not much	R_R95EcfxcsgX1I8V
I would make no changes; the coordinators were so wonderful and have more resources that could assist me. They always kept in touch and would even text me if they could not reach me by phone	R_3G6pTPpaMSNIK8W
It really didn't affect anything; I still received the care and treatment my child needed. They both made it possible to accommodate the needs of the child.	R_3nAwQOriTluUxAe
None	R_21FnZwi49IkNCEs
No effect at all. Experience stayed the same and was efficient	R_RfxazoBLMHRHZPr
No	R_3CZwffhaUZy1sPL
Change did not affect our family	R_3qlzognvNJA9XHj
The turnover and change were concerning at first, but they did a solid hand-off, and the process did not impact our experience negatively overall.	R_aeIVXrV7RJO5SLL
No, it hasn't	R_2ruvFuQGhCAeXfv
Not significantly	R_3gOBxAqMO1mrXkb
Although the transitions were unexpected, they were seamless, and my ending coordinator was amazing.	R_21vMvTw2ziaRQnz
Nothing	R_AGoTIQEV8pBnlKh
No	R_1pL5N6nEW16lBMN
Nothing has changed.	R_PRLkD3pAzGKKGRj

No ha cambiado. Todos son muy profesionales [It has not changed. Everyone is very professional]	R_bDf1j3oLbtBbsuR
We have not had any negative effects. Both of our coordinators have been very helpful, kind & caring, supportive, flexible, and readily available. We have always had wonderful and positive encounters with both!	R_2QxMx88oiysMMHm
No, nothing changed. I had more of a relationship with my first coordinator	R_XXise22jxrRfioN
They have not impacted me	R_2WVa5jx752BdFMV
Not by much. The new person was better.	R_2Vx42BSLwdoofHP
The 2nd coordinator had less clinical knowledge but was still a good resource.	R_9YLwRETGheEwCj3

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COMMUNICATION CHALLENGES DURING SWITCH (N = 22)

Quote	Survey Respondent
All our experiences with coordinators were positive, but it made communication confusing because we went for long stretches without needing to talk to our coordinator and then I couldn't remember who it was.	R_3QFQ9NMMdymzkNZ
No communication	R_2Seqhta96afQ3zd
Yes. It made me a little bit confused as to who was calling and coming over to my house meeting, and what division this was	R_3fVRbram9Dj41Es
We were told by the previous coordinator that they were leaving but once the new one took over, we did not hear from them until it was the next time to set up another meeting for transitioning. So, a relationship was greatly established with the first coordinator but right now not fully with the second one. This has been hard with scheduling, but it is understandable since the first one exited, it would appear, unexpectedly.	R_1dK57gLsozhoIbD
<u>I had to track down information to contact my new Family Service Coordinator.</u> This posed a challenge because there was a lapse in clarifying information about my child's path moving forward.	R_yJy3zeI9wq9xuWR
We were unaware of who our coordinator was at times when beginning the program.	R_r6YgS9lhFU7iv9T
Hello, our family service coordinator left CW and we were not notified, and we have not been contacted by a new one in months. No communication at all. We found out through our therapists	R_Rm33X0LjZHGgbf3
<u>The 2nd coordinator never reached out,</u> attended any meetings, or helped me with transitioning my child into a school-based early intervention	R_2tA0tlZcmJGyvOD
There has been no impact on my family. My original FSC resigned, and I do remember that it had been a couple of months before I heard from my new FSC. While this didn't have an impact, it was interesting that I didn't hear from someone in months.	R_WwK7aNRKO1xPNER
<u>Yes, the first change was not communicated, and I was constantly reaching out to a number that became disconnected. The second change was communicated, but the woman was bad at following up and constantly out of office.</u> I was constantly trying to reach out	R_3M5nn2Ji0B4V6to

on the status of my son's IFSP. Meetings were scheduled, but no one attended but me.	
I had an initial Family Coordinator who left the position shortly after contact was initiated. I can't recall the exact duration of time (estimate 2-4 weeks) it took for a new coordinator to reach out to me, but I had to make several phone calls for this to happen.	R_29mmawHis9MJxnt
When switching between coordinators there was a period where we didn't hear from a coordinator.	R_r20YRF9G0TXw06Z
I was unaware my service coordinator even changed until I reached out needing something. I was then informed my family service coordinator was no longer employed with B23 and they needed to find a different coordinator for me. I understand everyone is busy, but a little communication goes a long way and I believe I should have been informed of the situation and given the contact info for the new coordinator.	R_2WQGQYE6TQsEm5FQ
My original service coordinator left her position, and no one reached out to me to tell me that she had left, so I had to make contact again with the program to see why no one was reaching back out to me.	R_2xSjKeLhuT3d9px
<u>Yes, I think it may have. Our interaction with our Family Service Coordinator was minimal other than setting up initial therapies. We were made aware that the person changed but never who took over; we had to call ourselves to find that contact information.</u> When I needed the new coordinator's help with information regarding services in our district, she didn't seem to know much about it. I ultimately had to make those connections myself and the coordinator felt more like an unnecessary middleman that did not facilitate ease of scheduling things. It more so slowed things down.	R_2VkIwiAmx0akBVp
<u>When the change occurred, there was a decrease in service and communication</u> until the new coordinator stepped up.	R_6tXHOzZ5QKhdxiV
Our first coordinator was amazing but left the program, so we were assigned to a new person. The new person was nice, but we did not have as much interaction with her compared to the first.	R_1EWiwVYhO8M4Wsv
Grateful for it. The change in coordinators has been a little confusing as I have not yet connected with the new coordinator.	R_R95EcfxcsgX1I8V
Both coordinators were hard to work with. They didn't like having to explain things and did nothing to help me find the services for my child. I ended up finding them on my own.	R_2fBU5gHnyjmMY3d
I was confused at first, but then we figured it out. It wasn't a big deal, but I wasn't sure why the change occurred or who the new person was in relation to the old person. Did she do a different job or was there a replacement?	R_2cu6nhoe8PqAR8y
We had an amazing coordinator then she moved to the New Castle office. Our new coordinator has not been so great! <u>She takes a long time to reply,</u> and she put wrong information in my daughter chart.	R_1eXEFUHJCKtP9MB
Our Family Service Coordinator was not punctual for our first phone appointment. After signing all the documents back to her, <u>I did not hear from her for 20 days and I had to follow up with her and involve [staff member's name] to check when she would schedule [Child]'s evaluation. At the end [staff member] arranged the evaluation.</u> I was first in contact with [staff member] on March 28, 2022. The evaluation didn't happen until May 19. I was disappointed with how slowly things were moving and got done. I later learned [our	R_3L1iphHrUI0EJkc

coordinator] left and [new coordinator] took over. [New coordinator] was great at keeping us informed and up to date.	
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DIFFERENCE IN FSC QUALITY OF SERVICE PROVISION (N = 11)

Quote	Survey Respondent
It has. Our original FSC was MIA for most of the time. Almost missed possibly transitioning to school after her birthday. <u>Michelle, our second FSC, was the only reason there were positive responses to the survey.</u>	R_3kie9l9oQGrrheu
<u>[Name of first coordinator] was amazing. The lady I had after [first coordinator] was unreliable,</u> and never brought the items she said she would. I had to ask for things she said she would bring	R_1f9gZuwjnoJKS95
The 2nd coordinator had less clinical knowledge but was still a good resource.	R_9YLwRETGheEwCj3
<u>Yes. The new coordinator tries but she's less experienced.</u> I must know to ask for certain things or they don't happen and it's hard to do if I don't even know what my options are. My daughter will be losing her speech therapist and not getting a replacement, even though she needs one and there's no one to help me.	R_2tzAkGQiwZtjktV
The newer coordinator was much better	R_2vl92jVYv8FRfp3
No one is consistent	R_3PRmkSQflQdEyW3
<u>My first coordinator was awful.</u> I had to fight her for 6 months to get her to put in a referral for my son to receive speech therapy. For context, the reason we sought to participate in B23 was because my son missed his speech milestone at 18 months, and he was found to have delays in receptive language and eventually productive language as well. She seemed dismissive whenever we talked to her, and it was obvious that she wasn't listening. We tried to give her a lot of grace because our son was her first ever case that involved coordinating services for an autistic child, but grace can only go so far. <u>My second coordinator was like a BREATH OF FRESH AIR!</u> She was always on top of her game, handled our transition, and is still checking in every now and again. She's amazing. I wish I switched about 6 months earlier than I did.	R_d4PZyMeh4deKCHL
Overall, it's been great. I wish there were enough speech therapists. I wish the coordinator had suggestions to offer. <u>I feel like she's nice and tries but is only knowledgeable enough to do the minimum required of her job. I really liked our old coordinator but was forcibly switched even though the old coordinator stayed.</u>	R_2tzAkGQiwZtjktV
We had an amazing coordinator then she moved to the New Castle office. <u>Our new coordinator has not been so great!</u> She takes a long time to reply, and she put wrong information in my daughter's chart.	R_1eXEFUHJCKtP9MB
<u>We really liked our first Family Service Coordinator.</u> She took the guesswork out.	R_1pGMoVT1AJ9PBT6

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ISSUES REGARDING PROVISION OF SERVICES (N = 16)

Quote	Survey Respondent
I have not received one to assist my family, therefore I don't know of any opportunities to help my son	R_DTbwXeqzC3CRzQ5
There was a question whether I could be the child's IEP as a foster mom after the child had been in the program for nearly 6 months.	R_1DO3j5XZC3TtQA3
My son's services were delayed because our first Service Coordinator resigned, and his file was left untouched.	R_1n8vz3tkUqDtyGI
I had to track down information to contact my new Family Service Coordinator. <u>This posed a challenge because there was a lapse in clarifying information about my child's path moving forward.</u>	R_yJy3zeI9wq9xuWR
The 2nd coordinator never reached out, <u>attended any meetings, or helped me with transitioning my child into a school-based early intervention</u>	R_2tA0tlZcmJGyvOD
Yes, the first change was not communicated, and I was constantly reaching out to a number that became disconnected. The second change was communicated, but the woman was bad at following up and constantly out of office. I was constantly trying to reach out on the status of my son's IFSP. <u>Meetings were scheduled, but no one attended but me.</u>	R_3M5nn2Ji0B4V6to
Yes, I think it may have. Our interaction with our Family Service Coordinator was minimal other than setting up initial therapies. We were made aware that the person changed, but never who took over; we had to call ourselves to find that contact information. <u>When I needed the new coordinator's help with information regarding services in our district, she didn't seem to know much about it. I ultimately had to make those connections myself and the coordinator felt more like an unnecessary middleman that did not facilitate ease of scheduling things. It more so slowed things down.</u>	R_2VkiwiAmx0akBVp
<u>When the change occurred, there was a decrease in service</u> and communication until the new coordinator stepped up.	R_6tXHOzRZ5QKhdxiV
We had an amazing coordinator then she moved to the New Castle office. Our new coordinator has not been so great! She takes a long time to reply, and <u>she put wrong information in my daughter chart.</u>	R_1eXEFUHJCKtP9MB
<u>It has. Our original FSC was MIA for most of the time. Almost missed possibly transitioning to school after her birthday.</u> Our second FSC was the only reason there were positive responses to the survey.	R_3kie9l9oQG rheuu
Our Family Service Coordinator <u>was not punctual for our first phone appointment.</u> After signing all the documents back to her, I did not hear from her for 20 days <u>and I had to follow up with her and involve [staff member's name] to check when she would schedule [Child]'s evaluation. At the end arranged the evaluation. I was first in contact with [staff member] on March 28, 2022. The evaluation didn't happen until May 19. I was disappointed with how slowly things were moving and got done.</u> I later learned [our coordinator] left and [new coordinator] took over. [New coordinator] was great at keeping us informed and up to date.	R_3L1iphHrUI0EJkc

<p>[Name of first coordinator] was amazing. The lady I had after [first coordinator] <u>was unreliable, never brought the items she said she would. I had to ask for things she said she would bring</u></p>	<p>R_1f9gZuwjnoJKS95</p>
<p>Ours technically did not change. However, she was on leave, so someone else has been covering. <u>This impacted our experience because our child's re-evaluations were not sent to the School District/Child Find coordinator as they should have been (the district told us that is the normal/expected process.)</u></p>	<p>R_1Kd5C6TQYJdgvfL</p>
<p>This has been the best experience thus far. The transition from one service coordinator to two others was horrible, a letdown and ultimately hurt my child in the end. She was not provided the services she needed and the supervisor made nothing but excuses for her staff instead of taking accountability and apologizing. This program is a complete letdown.</p>	<p>R_2YFbEqyABpTxdX0</p>
<p>Both coordinators were hard to work with. <u>They didn't like having to explain things and did nothing to help me find the services for my child. I ended up finding them on my own.</u></p>	<p>R_2fBU5gHnyjmMY3d</p>
<p>My first coordinator was awful. <u>I had to fight her for 6 months to get her to put in a referral for my son to receive speech therapy.</u> For context, the reason we sought to participate in B23 was because my son missed his speech milestone at 18 months, and he was found to have delays in receptive language and eventually productive language as well. She seemed dismissive whenever we talked to her, and it was obvious that she wasn't listening. We tried to give her a lot of grace because our son was her first ever case that involved coordinating services for an autistic child, but grace can only go so far. My second coordinator was like a BREATH OF FRESH AIR! She was always on top of her game, handled our transition, and is still checking in every now and again. She's amazing. I wish I switched about 6 months earlier than I did.</p>	<p>R_d4PZyMeh4deKCHL</p>

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RECOMMENDATIONS REGARDING FSC CHANGES (N = 2)

Quote	Survey Respondent
<p>More communication with families on coordinator swaps</p>	<p>R_Rm33X0LjZHGgbf3</p>
<p>I have no suggestions other than to suggest a process (or an improvement to an existing process) that would allow another coordinator to assume responsibility more quickly over a departing coordinator's caseload.</p>	<p>R_29mmawHis9MJxnt</p>

**APPENDIX H:
EARLY INTERVENTION PROVIDER(S)**

POSITIVE COMMENTS ABOUT EARLY INTERVENTION PROVIDERS (N = 16)

Quote	Survey Respondent
<p>[Child]’s first speech therapist left her job before the transition. It took B23 a while to find another speech therapist to continue the service. We never received any session reports from [the speech therapist], who explained that her reports would go to B23, and B23 would release to us. <u>I got tired of having to follow up and gave up. The second speech therapist from Sunny Days was wonderful. She only had several sessions with [Child], but he progressed so much under her guidance during that short month. She sent me a session report at the end of every session.</u></p>	R_3L1iphHrUI0EJkc
<p><u>Our speech therapy provider was just so incredible. We could not be more grateful for her help. She worked with my son at his school and at our home (during the summer) and everyone who interacted with her remarked on how incredible she was.</u> My son made tremendous progress and is now at an age-appropriate level with her guidance.</p>	R_3QFQ9NMMdymzkNZ
<p>Our whole experience was amazing! <u>All his therapists were awesome!</u> Our coordinator helped us transition him to school seamlessly! We are so thankful and have been blessed by everyone involved in [Child]’s care! Thank you!</p>	R_1d79dvUX7xFJ2TG
<p>Speech and PT, both from Easter Seals, are amazing. My daughter has grown so much and is learning new skills at a rapid pace. I will miss them tremendously but will be forever thankful for all they did for [Child].</p>	R_chUA1UpiWHttSeZ
<p>I had the survey for a short amount of time (June-Dec). During this time, they helped me identify that my son could not hear and assisted me with the proper steps to have a procedure done. <u>After the procedure he had the BEST speech therapist.</u> She taught him sign language and my family so we could communicate with my son. She also provided the resources needed for transiting him to public school services.</p>	R_1msCV37mD7iBSma
<p>I had a great experience from my coordinator, <u>my son’s speech therapist and ECE and everyone in between.</u> They really made progress with my child and [the coordinator] even asked questions from the school when we had a meeting, questions that I didn’t think to ask. She really advocated for us and helped us transition smoothly.</p>	R_2fAJnzNWKu5zU2B
<p>I had a wonderful experience and I’m so grateful. My son has made tremendous improvements since we started. <u>Our teacher that came to the house was so sweet, kind, helpful and patient every week.</u> Our family coordinator was a pleasure. She helped me figure things out, gave me all the information I could ever need, provided support and reassurance and she was just so sweet, positive, and supportive.</p>	R_vJqhHuZ2mxdI3nj
<p>We really enjoyed our experience- especially with our speech provider.</p>	R_r6YgS9lhFU7iv9T
<p>All the therapists provided to my child have been outstanding! They all take the time to explain information to me and go over the concerns</p>	R_8ob5vBL8Z5KgIAp

they have, or I have myself. They are always reassuring and work extremely well with my child	
Our coordinator has been great to work with. She is very flexible and effectively communicates all the info needed for a parent who is new to the B23. <u>My son's speech therapist is amazing,</u> and my son's speech has improved well over my expectations in the first 6 months of working with her. She does a great job at educating me on the speech criteria that she is noticing/working on with my son, while also working so well with him. <u>My son (and daughter) absolutely loves her, and we all look forward to her home visits each week.</u> Overall, we have been extremely pleased with our experience with B23 and I am so grateful for such a wonderful resource.	R_2Sqpehklkpasxpy
B23 has been life changing for our family. We have amazing development partners.	R_sHENlm4e9NOouTT
So grateful that DE has this resource available for supporting our children. Our Coordinator and Speech Therapist through Bayada has been amazing!	R_YVwXFKTvyW6yx7X
This program is the reason my son has been able to not only expand vocabulary, but his receptive and expressive language has become exceptional. <u>He had an amazing speech pathologist who cared about his wellbeing and his ability to grow.</u> He is now in a preschool program with the help from B23 program. His social-emotional behavior has improved, he has made friends, and his teachers say nothing but good things about him and his progress. As a mother I couldn't be happier. Thank you.	R_xxRxIGkndWQPRPH
[Child's] speech therapist has been wonderful. We communicate through text since she does speech therapy at daycare. I get updates on his progress, and I can text her with my concerns and she responds promptly.	R_2QMpf3GaEKbhfpX
The therapists have been great!! As well as the evaluators. I feel lucky to have so many great resources. The speech delay has been a stressor for our family, but the specialists have been great in supporting us!!	R_1C8RoTqq4jz0eVD
<u>The speech therapist was amazing, but beyond that she was the most informative about the entire B23 process. She was the most helpful member of staff. The OT helps me advocate for my child and his transition, conversations, and words to help prepare me for my IEP meeting.</u> He seemed to get nothing out of his ECE, the scheduling was not amazing, and the service coordinator did not help with it. The service coordinator was very difficult to get in contact with. There was a time frame from 18 months to 2 and a half years that we zoomed once. She needed to be reminded many times to help. His OT and speech therapist were instrumental.	R_1rHCa9boJP8J2j0

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LACK OF SERVICE PROVIDERS (N = 12)

Quote	Survey Respondent
[Child's] first speech therapist left her job before the transition. <u>It took B23 a while to find another speech therapist to continue the service.</u> We never received any session reports from [the speech therapist], who explained that her reports would go to B23, and B23	R_3L1iphHrUI0EJkc

<p>would release them to us. I got tired of having to follow up and gave up. The second speech therapist from Sunny Days was wonderful. She only had several sessions with [Child] but he progressed so much under her guidance during that short month. She sent me a session report at the end of every session.</p>	
<p>My experience with B23 was good. The family coordinator was very nice, <u>but they took time to get occupational therapist and Preschool teacher. As we got them late, we were able to get the service only for a few months.</u></p>	<p>R_3RmdrnNnjdCfjVJ</p>
<p><u>Getting a speech therapist scheduled to work with my son was a very frustrating process. It took over 2 months.</u> I also felt like the coordinator did not communicate very well with me during this time.</p>	<p>R_2Pe7wjzAx8PIInAI</p>
<p><u>Overall, it's been great. I wish there were enough speech therapists.</u> I wish the coordinator had suggestions to offer. I feel like she's nice and tries but is only knowledgeable enough to do the minimum required of her job. I really liked our old coordinator but was forcibly switched even though the old coordinator stayed.</p>	<p>R_2tzAkGQiwZtjktV</p>
<p>I am so appreciative of getting the therapy that my child needs. I also appreciate that the Family Service Coordinator made sure to talk with me when I asked to change the frequency of my child's services to make sure I was comfortable with that. That said, I feel like I learn more from the therapist (who we were working with before B23) than the B23 program itself. I think there is room for improvement in terms of what the Family Service Coordinators do. Maybe this is how it is supposed to be; I'm not sure what the exact function of the Family Service Coordinator is. In terms of enrolling in B23, our therapist tried to refer my child and was told they couldn't. I called to do the intake but was texting the therapist to get the technical names for the problems my child was having so I could make sure I was explaining it right during the referral. It seems like it would be faster if the parents could sign a release to allow therapists to directly refer the children to B23. <u>I've heard at least 1 family say they aren't getting therapy that is in their child's IFSP because there are not enough service providers. This seems like a violation of IDEA.</u></p>	<p>R_1DCiA4bxgW60fGL</p>
<p><u>My only recommendation is to find providers who have a more diverse background. We are bilingual but there were no bilingual therapists so while we flourished in English, Spanish didn't improve because our therapist couldn't communicate in Spanish.</u> Otherwise, it was wonderful. My son loved Becky and looked forward to his sessions every time</p>	<p>R_1nPDLkJiz0WXbXo</p>
<p>I understand the healthcare industry is lacking providers but having your child wait months for services is awful. I also was not routinely informed of any progress with any services, I always had to call and check myself. Again, I understand all the coordinators are busy, but communication goes a long way.</p>	<p>R_2WGQYE6TQsEm5FQ</p>
<p>Please make services more readily available. Because of the gap in services, I had to go out and search for early intervention myself instead of it being something that was readily available. Months after finding services myself I was finally contacted about services being available. With early intervention I truly believe the earlier you start the better and with gaps in services it's just not helpful.</p>	<p>R_2WBxb2JnXTTruDHq</p>

My experience was great, I had services for my child, although at times due to scheduling there was a long wait. But overall, it was good	R_O9y7XczvEhu2ggN
I like the program and the instructors. <u>However, we have had problems scheduling with the instructors. There doesn't seem to be someone available during the time that works for my child. I understand there are staffing shortages everywhere and lots of students!</u> Unfortunately, we may have to start seeing a SLP at a private practice.	R_2cu6nhoe8PqAR8y
My child never received the speech therapy interventions she was entitled to due to lack of available interventionists. Her early childhood interventionist however was amazing and did everything she could to try to help fill in the gaps	R_3jd3FWuEWMeQny4
A mi hijo lo refirió el doctor en este programa según él para que le dieran terapia del habla, pero nunca lo recibió [My son was referred by the doctor in this program, supposedly so they could give him speech therapy, but he never received it]	R_1d6wr4PfeICT0e6

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CHALLENGES WORKING WITH EIP(S) (N = 5)

Quote	Survey Respondent
[Child]'s first speech therapist left her job before the transition. It took B23 a while to find another speech therapist to continue the service. <u>We never received any session reports from [the speech therapist], who explained that her reports would go to B23, and B23 would release them to us. I got tired of having to follow up and gave up.</u> The second speech therapist from Sunny Days was wonderful. She only had several sessions with [Child] but he progressed so much under her guidance during that short month. She sent me a session report at the end of every session.	R_3L1iphHrUI0EJkc
We have been happy with all our therapy providers except one. She has not been very reliable or consistent. She is often late for appointments and will leave early or at the normal time, despite arriving late. She also sometimes cancels appointments without giving much notice.	R_1Kd5C6TQYJdgvfL
Every worker my son has had I've never met and hasn't stayed on his case long enough to engage with us. So, I have no clue what this program is about or any info this program could have provided my family to receive any outside help that could have helped my son to succeed, which is unacceptable	R_DTbwXeqzC3CRzQ5
They were very prompt. We did have a problem with the speech therapy vendor that was assigned at the time. Otherwise, we feel the program helped immensely	R_2OP7lnMo8H9iQr3
The speech therapist was amazing, but beyond that she was the most informative about the entire B23 process. She was the most helpful member of staff. The OT helps me advocate for my child and his transition. conversations and words to help prepare me for my IEP meeting. <u>He seemed to get nothing out of his ECE, the scheduling was not amazing,</u> and the service coordinator did not help with it. The service coordinator was very difficult to get in contact with. There was a time frame from 18 months to 2 and a half years that we zoomed once.	R_1rHCa9boJP8J2j0

She needed to be reminded many times to help. his OT and speech therapist were instrumental.	
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RECOMMENDATIONS RELATED TO INCREASED INVOLVEMENT OF EIP(S) DURING ADMISSION AND TRANSITION PROCESS (N = 4)

Quote	Survey Respondent
The IFSP writing process could use an update. The goals are entirely parent created. I strongly believe the therapist should be involved in the meetings and in writing the goals. I am not a speech therapist and have no clue what an appropriate goal for my child is. I asked our therapist for advice prior to the meeting, but I'm sure there are many parents who don't think to do this. As a teacher in the public school system, I strongly believe the early intervention IFSP process should more closely mirror the school systems and include proper interventionist—rather than just parent—input.	R_pyP3r5KlpIzAwff
I am so appreciative of getting the therapy that my child needs. I also appreciate that the Family Service Coordinator made sure to talk with me when I asked to change the frequency of my child's services to make sure I was comfortable with that. That said, I feel like I learn more from the therapist (who we were working with before B23) than the B23 program itself. I think there is room for improvement in terms of what the Family Service Coordinators do. Maybe this is how it is supposed to be; I'm not sure what the exact function of the Family Service Coordinator is. <u>In terms of enrolling in B23, our therapist tried to refer my child and was told they couldn't. I called to do the intake but was texting the therapist to get the technical names for the problems my child was having so I could make sure I was explaining it right during the referral. It seems like it would be faster if the parents could sign a release to allow therapists to directly refer the children to B23.</u> I've heard at least 1 family say they aren't getting therapy that is in their child's IFSP because there are not enough service providers. This seems like a violation of IDEA.	R_1DCiA4bxgW60fGL
I would have liked a better transition out of the program. I'm not sure I had enough closure after 2/3 years of working with my family and then just ending. Maybe making a firmer "end date" so that we are more prepared. <u>Additionally, I don't like how I communicated with the physical therapist, so I had to share that information with the care coordinator. I wish they were able to speak amongst themselves to initiate the closure</u>	R_1LXnn3y2DgxOMaT
I think it would be nice for our service provider (speech) to be a little more involved in the transition process.	R_12D7HpQLkphhpEH

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RECOMMENDATIONS TO HIRE MORE EIP(S) (N = 3)

Quote	Survey Respondent
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More Spanish-speaking therapists. He wanted someone who was bilingual to work on post languages from our household and there just wasn't any available and my son didn't get assistance with his Spanish	R_1nPDLkJiz0WXbXo
In the future I think the ability to have more speech pathologists would be amazing. My son would get attached to a therapist and shortly after would get a new one, and this happened 4 times. Thankfully he was able to adjust but for some children it may be harder so I think being mindful of that could be beneficial. But overall, that's not a huge problem since some things are not always within control. Still had an amazing experience.	R_xxRxlGkndWQPRPH
More available speech therapist – we were waitlisted halfway through program	R_3em39OikhxdV6iE
Cordinadores con diferentes idiomas para hablar personalmente. [Coordinators with different languages to speak personally.]	R_29mLRWppMkJm9p6

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OTHER RECOMMENDATIONS FOR EIP(S) (N = 8)

Quote	Survey Respondent
I did have to reach out to the therapist to get feedback on my child and how he was doing. It would be nice if they automatically did that.	R_2CH6iSkAQ3tsMl3
Improve on curriculum and communication from ECE	R_bJgDVfmBqLgxBIJ
Greater quality control for contracted providers.	R_2465glD2PjsbdNz
Better nurse	R_1f9gZuwjnoJKS95
I believe that workers need to have some sensitivity training when it comes to handling children that are currently in foster care. There are a multitude of different dynamics in each individual case and trying to provide consistent therapy schedules can be a challenge.	R_XZZjrbSxW3oL8jv
I always think the option of going to the home or the facility is best. Sometimes the home is good but going to the place, seeing different toys or things can only expand and add to his word development. So, I would have liked the iPhoto go to the facility sometimes. Other than that excellent program!	R_2CCTAOCnqhZQpbW
I understand that it's best to see these young students in their homes. However, some more flexibility may have been nice. Like being seen only twice a month or going to a playgroup with other families/students with similar needs. Even just a parent class on Zoom where parents can learn more about what to do at home. We found that the info the SLP shared with the adults worked best because then we could put what we learned into practice with our child.	R_2cu6nhoe8PqAR8y
I do feel like the session could be a little longer or more than once a week. And maybe each ECE has their own little supplies that cater to each individual child while they are interacting with each other	R_1LIkL6uEbKgzbbs

**APPENDIX I:
RESPONSES ON SOCIAL EMOTIONAL DEVELOPMENT**

NO CHALLENGES (N = 127)

Quote	Survey Respondent
None applicable	R_3h5hcEzH9gHGhkj
No, we do not.	R_10Z3YE5zvpzeH6m
No	R_2SJsNPZBD7cepRj
No. I am an early childhood teacher with Head Start so I'm educated and trained in this type of development	R_ehUA1UpiWHttSeZ
No	R_1msCV37mD7iBSma
None	R_3mWz87JFmXaK3jb
No	R_xiqrHuGg2Gsy8Lf
Nope!	R_1NqtGypK1ILnReE
No.	R_tWE5d9UBBwgU0j
No	R_3jVRpLxOhyq29t1
No	R_1lgXtInULLqi4aO
No	R_Us7rKD8XE7v2ACZ
No	R_w1SNDRHIpslzwgF
[Child's] social and emotional development is progressing positively	R_BrMjLFz5POHnr8j
I think she is on target in this area. There are no challenges.	R_27myj6Lv8SvHf6e
No challenges	R_3hAvyTG1L5xFbYj
Not at this time	R_2S98fYDyhNoqAeN
I currently don't have any challenges with my child's social emotional development.	R_SK9BLWaBaMNPZS1
I don't have any issues	R_3G6Tr9EKamqwQLF
N/A	R_3mlfScNmy1DrH9Q
No	R_2Uc6sgnUSA17S7E
N/A	R_30xhqocXoAkfjXb
At this time, we do not have any challenge with our child's social-emotional development	R_115X7jvMRXTTID1
No	R_r6YgS9lhFU7iv9T
No	R_2VO9qWQ6igrsvx2

No	R_3k6b4PPJPAozXz4
No.	R_2Pe7wJzAx8PIInAI
None	R_3e2dhoVrh50nsaJ
No. My child's socioemotional development is very important to us. He has been doing great and socially he is kind of friendly. Whenever he sees another person, he just likes to interact with them.	R_zeWuwKhFDdGzi8x
No	R_RmjvunJyGOVrDwj
n/a	R_1nPDLkJiz0WXbXo
Zero challenges	R_sHENlm4e9NOouTT
N/A	R_pyP3r5KlpIzAwoff
n/a	R_1NxjftgEkFn4F6p
No	R_1CgpTyTkKw3sfCN
N/A	R_XZZjrbSxW3oL8jv
No	R_2qjDBXvxGSyLwex
No	R_eeLGWU0KtXKth9T
No	R_2sRPziRVkKSO5u
no	R_6nHOLG175a0H2OR
No	R_2RU4y47Vjs7RET
no	R_1LXnn3y2DgxOMaT
No challenges	R_3mlXYa3E3wOiu1N
No	R_325ZCK0TMhme5gt
Not at this time.	R_2pWXVzVGzT2K4V3
No	R_3mlbtkJCxx10mKd
No challenges	R_RQeOIVnM4P1gQLv
NA	R_3jUMs6KtBIu4AVY
N/a	R_2PhakJ1VfcWUILQ
No challenges, just the normal toddler tantrums.	R_2afatEIrhPYSEgm
I don't have challenge's with [my child's] social emotional development.	R_3p9iiiahyRGBAKL
I do not have issues. Before her tubes we use to not want to be bothered but now I see a huge difference	R_1i8oYOE5z49wdHE
NA	R_2xSIVVQ4v0BmbwS
No	R_24dCo22S2KZp6ct
Not really	R_3PRmkSQfiQdEyW3

no	R_szh0c3xSztEFUCl
We don't nor have we ever had issues with social-emotional development, just speech, which is why I just agreed and didn't strongly agree to some of the questions regarding that.	R_3gZBsLNnN74hHWh
No	R_2wS7Fk6EasY7dn2
There are no challenges at this time	R_2WOP8hZzAvDLqVU
no	R_240FQgLdm25oJAN
No	R_3em2IJVD4BZvYmi
N/A	R_1H8qntVOafYRiAs
I enrolled my child in the program due to a possible physical delay, so the social-emotional component wasn't relevant to our experience. I'm sure it was brought up where relevant, but it wasn't a significant area of concern I had.	R_29mmawHis9MJxnt
No	R_3PNd1dKpX96Wgi4
no	R_3EBbwMwoaqBtUBs
No challenges at the moment	R_brxr5NtouxE2B4B
None	R_21FnZwi49IkNCEs
No	R_2CCTAOCnqhZQpbW
No challenges at the moment	R_ReiwCSBljsMx7K9
NA	R_RfxazoBLMHRHZPr
No	R_3CZwffhaUZy1sPL
Ninguno [None]	R_3FVUBqI2ed9YURz
I don't have any major issues with respect to the social-emotional development of my child as of now. The program is certainly helping. Thanks!	R_6JcXESSm5XcIeZ
Not at this time.	R_2AF0DE3TuV6kyoC
No	R_XXS9vn8hZ95PpAd
No challenges yet that are problematic	R_3hc0deuXOaZwPwA
none at this time	R_yKoVSWuFIekwrJL
not anymore	R_PZKaQHtw2QxVBvz
No	R_3J9RrZwrCwGCTPl
No	R_1Lchud3QFrZj8QB
No ninguno [No none]	R_DcSaL0wFPDsmE1P
No	R_3iO7qbbnkFNz0mw
No	R_2aRHGPIC486C3S8

No	R_21Bq8gMRKuna5Mz
No	R_2sZPYYQWSBQKJZ5
No	R_3fT36cT7TPX9DwM
No, I do not have trouble with my child social emotional	R_Xna6ZubA2J8jsGt
No	R_3NPc8iwSiCbW01Q
No	R_2YIWxUazLpkbKbV
No	R_C39ztbI530zTn5T
No, I don't	R_eDPicJyznI7CtgJ
No known challenges with social-emotional development.	R_PBZQ5A3mQIRnAFb
None	R_2xSjKeLhuT3d9px
No	R_1dgYve7hH4alWla
No	R_2ruvFuQGhCAeXfv
Not really	R_3gOBxAqMO1mrXkb
N/A	R_2a90YEIbJwRqd7O
No	R_d0xfCDVBceaJN3b
No	R_21vMvTw2ziaRQnz
No	R_3fr4iUzUUeX5Orx
We do not have challenges at this time	R_21jGZ99K5KFZXcc
No	R_2dZsAIQc4yypg8d4
No	R_2cBxBdt1fb7jwvm
N/a	R_26msFtvGFVBxT7J
No	R_2sXgZTPlPtKbc1l
Aun no hay [There is none yet]	R_2zLRF0LAMIGTnoQ
No todo está bien [No it's all right]	R_3GBcMBAYhChvXVQ
No	R_1kIC2iXPLMndRdL
No	R_PRLkD3pAzGKKGRj
No challenges. He is able to socialize.	R_12f2pSNJZpsD6NS
No	R_3sdBNK5xXqcsTf
No	R_3ktQbllm0mIRyuQ
no	R_2fK936vDr153jPJ
No challenges anymore.	R_2wpoF81XJOejqPm

We have graduated from program, don't have any concerns as of now	R_1Iyk1gh9s6XKKDO
No.	R_2OP7lnMo8H9iQr3
no	R_3L1nrBjgeFJCuoR
No, I don't have any challenge	R_2Cv0q3m3LUi4IEQ
We are not having any challenges regarding my child's social emotional development.	R_x9mDRuHIIDo3mM1
No	R_2VlvtH1IwMTIFDQ
No	R_2zT'izhjs8rzaTIV
Not at this time. I have a good support group at the moment	R_2UiwoWJNKVjptOK
No	R_3M9jEzkgQBCWBcO
No	R_2fHgZ2Pl8SE6TPe
Muy bien [Very good]	R_1BWAf5L90ppy5Mv
There were no changes during the time of service	R_11ZRr5mW8ovRFYC
Fantastic	R_2atLz5kl97gKDEg

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CURRENTLY WORKING ON CHALLENGES (N = 32)

Quote	Survey Respondent
In the beginning of treatment, my daughter was very timid and frightened of others. Now, she has flourished and loves when her speech therapist comes over.	R_3lQTMDr]mcfDALK
Compared to when he first started, my son has increased significantly with his language skills and communication. At times, it does get a little hard to figure out what he wants but he is trying to say more and communicate back to us.	R_2VINmzjqy5vxsQl
In the beginning yes because my son wasn't communicating as much, but now with all the services he is getting, I see a major difference and he is communicating a lot more and saying two-word sentences. The Birth to Three Program has helped us a lot with our son and is good at talking with us about the next steps and so forth.	R_2tstsxeHwYuGtyF
No, mi hija ha ido progresando poco a poco y sé que mejorará su lenguaje [No, my daughter has been progressing little by little and I know her language will improve]	R_3fw0dZrqQpd4UZX
No. He displayed delays at birth but has been able to express/develop age appropriate social-emotional interaction by his providers over exaggerating facial expressions and providing tools/resources to help him engage with others and apply his social-emotional growth into day-to-day life	R_bIyBrK0aT7q1dn
Yes, his interaction with other children. Learning to take turns, not hitting, patiently waiting, etc. All has improved drastically since starting the program. It has impacted our family in terms of how our children interact with each other. We continue to instill these concepts in them.	R_1JUtOGhF5u7PkqL

We have learned to adapt and find ways to help when he has a tantrum which does not happen much	R_diLHtWADp4He5J7
Yes, still have plans that are being discussed to make him more independent and confident around other people. Sometimes it goes well, but they are still working on it.	R_3PY1lckxo3UrdDt
Not at the moment, he is making great progress. We would like to see him develop more peer relationships, but one step at a time.	R_1EWiwVYhO8M4Wsv
They are premature twins. At times it can get overwhelming, but Lori is so excellent the good outweighs the stress	R_3mHnfRynPX3eFOx
Somewhat. It tends to be stressful to go out places, but he's gotten much better the last 6-8 months.	R_2tZ5hw4X8WQD2RO
There is development delay as per age. But with B23 services I could see clear improvement and it helps a lot.	R_1mniVhCn0lAAzxp
These issues seem to stem from a medical problem which we are in the process of treating.	R_2tzAkGQiwZtjktV
My child is on the autism spectrum and Birth to Three has helped us tremendously with our daughter before, and now with our son. My daughter is doing wonderfully, and I hope my son does the same. The autism spectrum was total a shock and it has impacted my family in many ways. I must be there for my kids all the time, I can't work. I have 6 kids and life has become hard after my two children got diagnosed	R_2waDFNOJ0RIL2jn
Es dificil pero hemos aprendido a sobrellevar todo, pero seguimos adelante [It is difficult, but we have learned to cope with everything, but we keep going]	R_2VCjK5gZmaqKiw5
Challenges include having a set of multiples- one with complex medical needs and all requiring intervention at different times- it was a challenge as they see their sibling doing things they can't. But we were able to meet them where they are, and they are thriving. Also incorporating the needs of my older 2 children and how to include them and help them understand- the team was so conscientious of that and amazing with us all	R_1qWXSbqGIYhon9U
We just experienced a major move and break up, but it was for the best interest of me and my children. I've already seen positive improvements in both toddlers but especially in Joey since we moved out / I split up with his dad.	R_1KjvsDDAM0SxMly
Working on it.	R_R95EcfxcsgX1I8V
Yes, we just take things one at a time, make goals, and grow from our experiences.	R_OMO4UKC6FxDmuxH
B23 was amazing for my son and family. I'm forever grateful for everything they have done for us.	R_O1NRgAVH13731Ad
The coordinator and teachers were amazing, and they went above and beyond. They were so passionate about the child's health and welfare. Everything was personalized and everyone in the program cared so much.	R_3JyE9fQp1t4PNFA
He's getting evaluated to see what services he needs.	R_2YbSZ1oSVCJ6jkw
We did at first, but I have seen a huge difference in my child from when he started the program to now. He's so much more active with me and his baby brother and emotionally he still has some bad days, but we get through it a lot easier now that I understand his needs better. I'm very thankful for this program.	R_3EDQWU2rQknChMw

Gracias a la intervención temprana de este programa los desafíos a los que se enfrenta mi hijo son cada vez de menor preocupación para la familia ya que ha adquirido recursos para afrontar cada uno de ellos. [Thanks to the early intervention of this program, the challenges that my son faces are less of a concern for the family since he has acquired resources to face each one of them]	R_27jaWYDnWICEeoE
Sometimes, but the ELC has been helping him bridge the gap with his social and emotional development. When he started, I didn't think he knew what emotions he was feeling and now he can identify happiness, sadness, and anger all on his own. He's also started to show empathy for his siblings or other kids when they cry. He goes to comfort them where he never did that before. It has impacted us in a positive manner because before it was a concern.	R_UAOy7WpcSEsutvX
The work of Zero to Three has improved these challenges	R_2WVa5jx752BdFMV
Yes- we are presently trying to find a way to work through these issues.	R_yJy3zeI9wq9xuWR
Yes, we are learning to communicate with her in ways that she can understand and vice versa.	R_3Kwn0O4u63hQ8Rc
Tantrums due to lack of communication understanding is a challenge, but sign language is helping bridge the gap.	R_3qIDEwpFzLNiNc6
He couldn't speak, but through at-home therapy he can speak a little now.	R_VVxd8hog4BAIwUN
It's still a struggle but she's a lot better than she was a year ago. She still prefers independent play but she's at least willing to entertain playing with other kids in the best way she knows how. Outside of daycare, we try to surround her with kids' events on the weekend since she's the only child in the household.	R_2Y97IfsCwlrnoNr
My child was not interacting with other kids or talking. This program has helped her overcome those obstacles. She's interacting with others a little more than she used to and saying a lot more words.	R_1LIkL6uEbKgzbbs

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COMMUNICATION CHALLENGES WHICH CAN LEAD TO BEHAVIORAL CHALLENGES (N = 44)

Quote	Survey Respondent
<u>My child's speech was affected. This very much impacted his social-emotional development because he could not communicate his needs and so had emotional outbursts (yelling/crying).</u> He also could not interact with his peers or his caregivers in an age-appropriate way.	R_3QFQ9NMMdymzkNZ
[Child] is still learning how to be gentle, his manners, how to play with his brother, sister, and friends. He is still nonverbal (mostly), <u>so it is hard for him to communicate his needs to us.</u> He does understand a lot of what we tell him. Lots of repetition!	R_1d79dvUX7xFJ2TG
Trying to understand what they're telling me	R_5bhRrvsygtDFlaV
My child has trouble communicating. It's hard to figure out his wants and needs.	R_3O6U7aE9IEhBWUC
<u>Understanding what my child needs</u> and their social skills	R_3rImVwhdbXyyZdS

My child was diagnosed with autism. It is a challenge in development and communication.	R_3PcQWVuvnSU5pyi
My daughter has challenges with her speech. So, we try different ways to communicate with her. But sometimes it can be frustrating for her as well as us when she can't get her message across.	R_XzzAubn91wlAnC1
Yes, we do. My son is on the autism spectrum and has some developmental delays. Sometimes he struggles to connect to his peers and adults he is interacting with. He enjoys nature and loves to pick up rocks and sticks and holds them in his hands while he plays. Sometimes the kids don't understand why he has them, and they can avoid him. <u>Since his language is still developing, it's hard for him to talk to other children since they may not know what he's saying.</u> I think all parents and families want the best for our new members, so when there's challenges where the world can be mean to them or not accept them, it'll impact a family wholeheartedly. When services are limited or not granted then that can cause severe impact on families as well.	R_2fAJnzNWKu5zU2B
Speech delay leads to communication difficulties which can be frustrating for both our son and us.	R_2rGb3hnUL1s7uyO
Yes, it is hard having a child that doesn't communicate his wants and needs verbally.	R_2QMnGloWadwTvr9
Sometimes it's hard to figure out what my child wants. He gets frustrated and acts out at times, which can be challenging for myself	R_2CH6iSkAQ3tsMl3
My son has a speech delay which has affected him at daycare. His ECE teacher has been amazing helping with this!	R_1C8RoTqq4jz0eVD
Tratamos de aprender con el niño [We try to learn with the child]	R_1kY2aLcse0N3sUP
His talking. Although his actions show what he is trying to say, doctors have pointed out the fact that he had borderline speech delay. Which at first, I was completely unaware of, and it made me worry as well as my family too. Understanding this, my family has really stepped up in ways that are healthier (i.e., less television, limiting his pacifier use, and using hand gestures and signs as well as words when eating and showing he is done eating)	R_3fVRbram9Dj41Es
Yes, she's nonverbal and unable to communicate in any way	R_2YFbEqyABpTxdX0
<u>My son still has developmental delays in speech,</u> social and expressive language. It's a slow process in improving these. It has become an issue now with his peers in daycare. <u>As well as him listening to commands at home.</u> Speech has improved but the other delays are ongoing. It is hard being the only child knowing what is normal for his age range and what's not normal.	R_3R7vsVykwbfVZTu
My son's speech delay has put a strain on his social-emotional development. His choice of expression can be difficult to navigate through due to how his behavior can affect the household dynamic.	R_xxRxlGkndWQPRPH
Yes, he is still non-verbal and unable to properly communicate his needs.	R_31skWbNMju33wHs
No, it's more limited to speech delay	R_2bNOQYD3VhNixZo
<u>My child is not communicating with words and makes no eye contact.</u> Due to these, he is not able to express his needs/wants effectively and not able to mingle with other kids or adults to maintain social interaction.	R_3RmdrnNnjdCfjVJ

He can't communicate with us using enough words	R_C9plx6LwCSJYlmF
El poder comunicarse asertivamente con mi hija, eso es el mayor reto en la familia [Being able to communicate assertively with my daughter is the biggest challenge in the family]	R_2tn765s1cQEykC1
She is nonverbal autistic but luckily, she is very happy and does not have behavioral issues	R_BWAd6uhsaGBDQ1r
Yes. My daughter has delayed speech which also impacts her behavior. She has frequent tantrums and meltdowns due to her frustration because she can't communicate properly. This has placed a toll on our mental health as well, as these meltdowns are exhausting.	R_1MLED91YOQEhsdc
Yes, because she's not saying too many basic words and it gets frustrating when she points and we're both screaming because we're both frustrated, but we're getting there though and we're both trying	R_scAUvK3vERz2qpb
Not really, speech can be an issue sometimes and attention span.	R_24vGeIU7fJJKZS6
My daughter has horrible meltdowns, and we think it's lack of communication skills as she is speech-delayed, and she cannot calm herself down. She remains angry and just loses it. It doesn't stop us from going out or doing anything, but we do have to leave events sometimes.	R_2WQGQYE6TQsEm5FQ
Just speech	R_1OwUKuhjSbVeZnH
<u>My child was not</u> interacting with other kids or <u>talking</u> . This program has helped her overcome those obstacles. <u>She's</u> interacting with others a little more than she used to and <u>saying a lot more words</u> .	R_1LIkL6uEbKgzbbu
Yes, we do. It's hard to sometimes determine if she is upset about something. We must guess what is troubling her. It takes time and patience every day. But it is better now after all the professional help we have received	R_2dg58A8gUrbNURk
Speech delay	R_2bQA63OdwhxDWvp
It's hard for us at times to understand his needs because he doesn't really talk	R_e9YuCipd9BgY1SF
Mi hijo necesita terapia de lenguaje [My son needs speech therapy]	R_1d6wr4PfeICT0e6
Our child does not always communicate her needs to adult caregivers that are not her mom. She does not actively seek them out to communicate with them. She also rarely communicates with other children unless there is prompting from an adult.	R_3NCXTZEbbog4EQl
Our only challenge is [Child]'s communication skills. The only impact I encounter is when she's upset, and I can understand why she's expressing herself in that way. Which honestly is rare but does happen on occasion	R_2y0ZAuPokRE4iHg
Making friends is still a challenge, and <u>speech</u> . I'll take any ideas	R_10xdBAMD0QymbOs
She doesn't talk and we don't know what's wrong sometimes	R_2tsoZgWVbz29taI
My child relating to other children <u>verbally is difficult as he is not yet speaking</u> .	R_XXise22jxrRfioN
<u>It's sometimes hard to tell what he's feeling. Or when he's upset or hurt</u> . Socially he just stays to himself	R_290Ql047CV40Ij
Sometimes has tantrums, and it doesn't really impact us, but I struggle to understand him.	R_pgGNbEfoTijBtiF

Yes, it's sometimes hard to understand what my child's wants and needs are	R_2qt1JWatHrJ'Tltf
Hay palabras que no le entiendo y a veces él esta jugando y quiere algo, pero no puede expresarlo y llora. Las personas de mi alrededor lo ven como un niño berrinches [There are words that I do not understand and sometimes he is playing, and he wants something, but he cannot express it and he cries. The people around me see him as a tantrum child]	R_ufW4LUt2Zy0ZYad
New behaviors that are due to my child growing up and learning how to communicate with myself and the family.	R_cZId30FaQbhhS1
My child has trisomy 21. The challenges are always changing but we have challenges with helping his sister understand that his development looks different, and he doesn't always understand.	R_07cyZmivk2Km689

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BEHAVIORAL & EMOTIONAL REGULATION CHALLENGES THAT ARE NOT RELATED TO COMMUNICATION (N = 28)

Quote	Survey Respondent
[Child] is still learning how to be gentle , his manners, how to play with his brother, sister, and friends. He is still nonverbal (mostly), so it is hard for him to communicate his needs to us. He does understand a lot of what we tell him. Lots of repetition!	R_1d79dvUX7xFJ2TG
My child is still struggling with transitions and controlling emotions	R_6tXHOOrZ5QKhdxIV
Negative behaviors such as hitting and kicking. Mostly towards myself (mom) and younger brother.	R_1rrjWObpE5Bf4m2
Yes. We have just started working with a social worker on managing behaviors as we often cannot take him out due to this	R_qvW0EBcxWqgPZqp
My child is easily overstimulated. It makes family outings a little difficult.	R_1pLLcnSr6O4OIIT
My child has tough behaviors that may impact his social emotional development. This makes parenting hard, but B23 has been wonderful in helping find services	R_1DXQRCU6c7sD94x
My child struggles with self-regulating, and it makes it challenging to go different places with lots of people.	R_114K6XjWAxC725i
<u>Yes, my son has a hard time in very public settings because it's too busy or too crowded and then we have to chase him weaving in between people.</u> He also has a hard time making friends and engaging in play with others.	R_vJqhHuZ2mxdI3nj
Yes. <u>Her tantrums</u> and inability to interact with peers at times can be hard.	R_ZKQKV1Wkb7cRNv
Yes. <u>Our child is somewhat behind</u> socially and <u>emotionally and acts younger at times when not understood, not getting what is wanted, overwhelmed by sensory stimuli, etc.</u> This impacts our family's daily routine, at times, and ability to do activities.	R_1Kd5C6TQYJdgvfL
We have some hitting issues with my son	R_Rm33X0LjZHGgbf3
My child is easily frustrated and will have a behavior that is not always easily redirectable.	R_bJgDVfmBqLgxBIJ
When we go out, he'll be crying for a long time and won't stop, but he got a lot better	R_2EoermHMKbisfxW

My daughter's behavior is a struggle, and it affects us daily because sometimes I try to go and do things with her and her behavior and her being hyper makes it very difficult	R_2BeNaOylbkDwbMi
We are still working on comfort with new environments. It makes it hard to go to public places	R_3G6pTPpaMSNIK8W
Sometimes my child has tantrums and meltdowns, and her mood can change in a matter of seconds. It impacts my family and my other children because we really don't know what to expect next, anything could happen or go down. We just must be prepared and ready for what's to come next	R_3nAwQOriTluUxAe
Settling down when upset, takes a bit to calm down.	R_1H0kdYAHm480GT3
Yes, my child struggles with emotional regulation. This impacts our family with public outings.	R_116JNyP9vVe3WMG
My child has autism so social-emotional development is a problem spot. Sometimes I've been embarrassed when he's gotten overly excited in playing with peers or had complete meltdowns in public due to overstimulation or poor emotional regulation. I tried to model this, but my husband doesn't. He gets angry and irritated and acts like a child when he's upset. It's been difficult navigating our child's social-emotional development. His little brother gets scared sometimes too when my child is melting down.	R_d4PZyMeh4deKCHL
Sometimes the tantrums are extreme, it's hard because we also have an infant at home.	R_xFKChFE1PKh9qjT
Yes, his behavior, he bangs his head when he is upset. He falls out a lot and gets frustrated easily and does not follow directions	R_2UaLU7AOqmxnSns
Yes, my child randomly bites us and throws tantrums. It's hard to allow my children to interact with one another. I don't put him in daycare because I'm afraid someone will hurt him, or he will hurt someone else.	R_3iy9jhsnaDUMyI8
She throws herself to the grown when and wherever she gets upset	R_1ia5me584guhtwL
Intense and prolonged tantrums interrupt family development	R_22Fat2Lar7X1dta
Yes, there are challenges, he struggles with social emotional development. It is difficult to find adequate childcare for our child. It is also hard to go to certain outings because it is hard for him to process.	R_1rHCa9boJP8J2j0
Yes, he has his days when he doesn't want to be bothered and expresses his anger. He's been like this since his dad stopped being in his life.	R_0IIDjtbbrqNE3Yt
She cries a lot. I think she is also autistic like her sister but not as bad. She is very smart.	R_ypU0yrvujIKFrhv
Yes. Behavioral issues are arising , and we have a lack of resources available to us on how to help our child succeed.	R_1pGMoVT1AJ9PBT6

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SOCIAL CHALLENGES (N = 28)

Quote	Survey Respondent
[Child] is still learning how to be gentle, his manners, how to play with his brother, sister, and friends. He is still nonverbal (mostly), so it is hard for him to communicate his needs to us. He does understand a lot of what we tell him. Lots of repetition!	R_1d79dvUX7xFJ2TG
Understanding what my child needs and their social skills	R_3rImVwhdbXyyZdS

<p>Yes, we do. My son is on the autism spectrum and has some developmental delays. <u>Sometimes he struggles to connect to his peers and adults he is interacting with. He enjoys nature and loves to pick up rocks and sticks and holds them in his hands while he plays. Sometimes the kids don't understand why he has them, and they can avoid him.</u> Since his language is still developing, it's hard for him to talk to other children since they may not know what he's saying. I think all parents and families want the best for our new members, so when there's challenges where the world can be mean to them or not accept them, it'll impact a family wholeheartedly. When services are limited or not granted then that can cause severe impact on families as well.</p>	R_2fAJnzNWKu5zU2B
<p>My son is nonverbal and that impacts him greatly with his social development. They have a huge impact on our family because it causes a great deal of frustration and meltdowns.</p>	R_2Sk6XeyOcdxLMf7
<p><u>My son still has</u> developmental <u>delays in</u> speech, <u>social</u> and expressive language. It's a slow process in improving these. <u>It has become an issue now with his peers in daycare.</u> As well as him listening to commands at home. Speech has improved but the other delays are ongoing. It is hard being the only child knowing what is normal for his age range and what's not normal.</p>	R_3R7vsVykwBFVZTu
<p>My child is not communicating with words and makes no eye contact. Due to these, he is not able to express his needs/wants effectively and <u>not able to mingle with other kids or adults to maintain social interaction.</u></p>	R_3RmdrnNnjdcfjVJ
<p><u>Making friends is still a challenge</u> and speech. I'll take any ideas</p>	R_10xdBAMD0QymbOs
<p>It's sometimes hard to tell what he's feeling. Or when he's upset or hurt. <u>Socially he just stays to himself</u></p>	R_290Q1047CV40Ij
<p>My child's speech was affected. This very much impacted his social-emotional development because he could not communicate his needs and so had emotional outbursts (yelling/crying). <u>He also could not interact with his peers or his caregivers in an age-appropriate way.</u></p>	R_3QFQ9NMMdymzkNZ
<p>Yes, my son has a hard time in very public settings because it's too busy or too crowded and then we must chase him weaving in between people. <u>He also has a hard time making friends and engaging in play with others.</u></p>	R_vJqhHuZ2mxdI3nj
<p>Yes. <u>Our child is somewhat behind socially</u> and emotionally and acts younger at times when not understood, not getting what is wanted, overwhelmed by sensory stimuli, etc. This impacts our family's daily routine, at times, and ability to do activities.</p>	R_1Kd5C6TQYJdgvfL
<p>Yes. Her tantrums and <u>inability to interact with peers at times can be hard.</u></p>	R_ZKQKV1Wkb7cRNv
<p><u>My child relating to other children</u> verbally is difficult as he is not yet speaking.</p>	R_XXise22jxrRfioN
<p>Yes- [Child] struggles with interacting with other children. His interactions often turned negative. It has made it difficult to participate in other activities like playgroups.</p>	R_12D7HpQLkphhpEH
<p>My child still does not recognize certain emotions in other children or his parents. He also gets frustrated very easily. These challenges impact our family because our child does not have the capacity to see when we or others are upset and does not react appropriately.</p>	R_2X4HBjfoWEuFOP6

He doesn't like noise and he isn't social with anybody but me; it's hard to leave him with anybody	R_2rlxEWkcAdZIPLY
My daughter is struggling with sensory and autistic behaviors. She struggles to interact with others.	R_PYS3FN8cy2d1kd3
He doesn't qualify for preschool, so he is around adults all day- no children. He doesn't play with other kids or know how to interact with them	R_0PX351cuTTopGKt
My child has autism so social-emotional development is a problem spot. <u>Sometimes I've been embarrassed when he's gotten overly excited in playing with peers</u> or had complete meltdowns in public due to overstimulation or poor emotional regulation. I try to model this, but my husband doesn't. He gets angry and irritated and acts like a child when he's upset. It's been difficult navigating our child's social-emotional development. His little brother gets scared sometimes too when my child is melting down.	R_d4PZyMeh4deKCHL
[Child] is very social with one-on-one interaction with someone. She loves doing social games in a one-on-one way. [Child] does sometimes struggle being in a new place with lots of new people. As a family, in those situations, we must adjust by giving her personal reassurance (i.e., hold her until she is comfortable).	R_2Skqil1NXpfg016
Yes, our son couldn't tolerate being around other children his age (besides his sister). It made it difficult for him to share his toys or continue his day without throwing tantrums.	R_ePwOmCyEG9mMvYZ
Probably the biggest challenge at the beginning of working with B23 was that our child was not very socially engaged or responsive to us, so it was hard for us to feel the type of connection that we had imagined having with our child. It was difficult for us emotionally. Through the coaching we received we have learned how to connect better with our child and our child has become more responsive and seeks out interaction with us much more. We feel a lot more joy with our child now. Our child still has difficulty understanding that being too rough can hurt others, and that is sometimes hard. Our child is still clearly different from and behind their typically developing peers socially and emotionally, and that is sometimes emotionally hard for us to see when we attend preschool events. We worry about our child's ability to form friendships with other children.	R_2dNn4zJE6JiVyeQ
[Child] does not have great social awareness so sometimes it is hard for him to form relationships and bonds. He likes to be by himself a lot and is very independent, which can sometimes put a strain on our connection with him.	R_3r3fHgI9EjzeNID
She hasn't been around anyone but family since birth.	R_2a8ooyAskAJh4o3
My son is a Covid baby. He hasn't been around other kids his age until this school year.	R_2s5sjZ4qDnNjTma
We have not come across any challenges yet, but we have made known that [Child] has not had much social interaction outside her home. We acknowledge that more opportunities of this nature would greatly assist her development, but we are also mindful of our interactions outside the home as we are an immunocompromised household.	R_2EBoUTvTHaaIR5e
Right now, my child is not in daycare, she's been home since she's come home from the NICU, so socially she could improve but we know that	R_3NWDQdt13ieEmJM

will come with time and being introduced to exciting new environments and other children	
Yeah, he doesn't have any family members around that are his age. It's so hard to find babies/toddlers around his age to have play time	R_SIWwW3IhclK3XNf

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FAMILIES LACK INFORMATION OR SERVICES (N = 14)

Quote	Survey Respondent
My child has an uncommon disability and I do not have any information or people to talk to about what to expect.	R_2fBU5gHnyjmMY3d
Yes, we do. My son is on the autism spectrum and has some developmental delays. Sometimes he struggles to connect to his peers and adults he is interacting with. He enjoys nature and loves to pick up rocks and sticks and holds them in his hands while he plays. Sometimes the kids don't understand why he has them, and they can avoid him. Since his language is still developing, it's hard for him to talk to other children since they may not know what he's saying. I think all parents and families want the best for our new members, so when there's challenges where the world can be mean to them or not accept them, it'll impact a family wholeheartedly. <u>When services are limited or not granted then that can cause severe impact on families as well.</u>	R_2fAJnzNWKu5zU2B
I think we may, but I'm not sure what is normal toddler behavior and what is lagging social-emotional development. I know services for social-emotional development are hard to come by but there doesn't seem to be a system to get them the way that we have been able to get PT, speech, evaluations, etc., through B23.	R_80vE5pwOaxtBWU1
We did at first. I called about my concerns. Unfortunately, this was during the time our first Family Service Coordinator left and before we were assigned a second one. By the time the second one called back, we'd already worked with my child's school and pediatrician and were able to get the concerns resolved.	R_1DCiA4bxgW60fGL
I was contacted by Early Head Start, and then heard nothing back. My daughter hasn't received any support in this department	R_1mmIJEJ2gR2YF9o
I do not have any specific challenges with my child's social-emotional development. But I do not remember discussing social-emotional development with my coordinator. My daughter's PT has incorporated this into conversations/sessions, but I don't remember it being a specific topic of conversation.	R_WwK7aNRKO1xPNER
We didn't talk about this at all, but I don't know if my child needed support in this area so maybe that is why we didn't talk about it?	R_2cu6nhoe8PqAR8y
I don't know what that means. It was never explained to me.	R_3Oqv9jvkDgtScGZ
Yes, trying to get him in ABA therapy	R_pye9pLEQ5A1Gn2F
Sí, no afecta a mi familia, pero no sabemos todo sobre el Autismo de mi niño [Yes, it doesn't affect my family, but we don't really know everything about my child's autism]	R_1QoLTHYEAurfCod
We do. I have felt on my own with this component other than what I have learned through my child's therapists.	R_2VkiwiAmx0akBVp

I work with children that have autism and I am very aware of their social-emotional development at an elementary age. I'm not totally sure what I am looking at for the toddler age, or that it's just something that is naturally occurring, and I don't pay much attention to it.	R_3Rfsyb87Rj0TOB3
I don't know	R_2A1gIoNj6suW7Ml
Yes. Behavioral issues are arising, and <u>we have a lack of resources available to us on how to help our child succeed.</u>	R_1pGMoVT1AJ9PBT6

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MENTIONED CHALLENGES, BUT VAGUE (N = 6)

Quote	Survey Respondent
I have some challenges and family worried about that	R_1St9ig7mQHlUjCN
It greatly impacted us; it's a big challenge and we are taking it one day at a time	R_O9y7XczvEhu2ggN
Sí requiere mucha paciencia [It requires a lot of patience]	R_3R9t4h93WENwvfy
Afecta un poco, pero se trata lo mejor posible de lidiar con eso para el bienestar de mi hijo [It affects a little, but we try to deal with it as best as possible for the well-being of my son]	R_29uXWOmnA4X8L4A
Sometimes.	R_2Bkw73V8TmWKywh
Yes. It makes things a little more difficult, even normal daily tasks can be a little rough sometimes.	R_2QxMx88oisyMMHm

APPENDIX J: TRANSITION-FOCUSED RESPONSES

SMOOTH TRANSITION (N = 8)

Quote	Survey Respondent
I had a great experience from my coordinator, my son's speech therapist and ECE and everyone in between. They really made progress with my child and [the coordinator] even asked questions from the school when we had a meeting, questions that I didn't think to ask. <u>She really advocated for us and helped us transition smoothly.</u>	R_2fAJnzNWKu5zU2B
The teachers and therapy staff at Christiana Early Learning Center have been so helpful; they are all very amazing at their job. <u>I am very grateful to them all helping transition from Child Watch to school</u>	R_BWAd6uhsaGBDQ1r
My experience with the B23 has been very good. I see a lot of improvement in my child's overall development. All the coordinators & teachers have been very knowledgeable, friendly, caring, and respectful. <u>They regularly informed me about my kid's progress and made the transition process so easy.</u> Appreciate all their efforts and would like to thank them and the program for everything!	R_6JcXESSm5XcIeZ

Everybody that worked with my son was very helpful and kind to us. <u>They gave my everything and all the resources I needed to transition him to school.</u>	R_yqAjX3TZ4BbpQ3L
She transitioned out over a year ago before she turned 3	R_3fr4iUzUUeX5Orx
My first coordinator was awful. I had to fight her for 6 months to get her to put in a referral for my son to receive speech therapy. For context, the reason we sought to participate in B23 was because my son missed his speech milestone at 18 months, and he was found to have delays in receptive language and eventually productive language as well. She seemed dismissive whenever we talked to her, and it was obvious that she wasn't listening. We tried to give her a lot of grace because our son was her first ever case that involved coordinating services for an autistic child, but grace can only go so far. <u>My second coordinator was like a BREATH OF FRESH AIR! She was always on top of her game, handled our transition,</u> and is still checking in every now and again. She's amazing. I wish I switched about 6 months earlier than I did.	R_d4PZyMeh4deKCHL
Our whole experience was amazing! All his therapists were awesome! <u>Our coordinator helped us transition him to school seamlessly!</u> We are so thankful and have been blessed by everyone involved in [Child]'s care! Thank you	R_1d79dvUX7xFJ2TG
I had a great experience with our coordinator, they were very flexible and made the transition very smooth for my child.	R_3PT8BKWhWOdJXeP

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CHALLENGING TRANSITION (N = 11)

Quote	Survey Respondent
We had no support throughout the time in the program. Toward the end we got a new FSC, and she was great, but it was at the end. <u>Our child was transitioned to nowhere.</u> She is still in need of support, but the school says she is not delayed enough, and the doctors say she needs help. The speech therapist that came to the house was inadequate. There was no structural help. He watched her play and when asked to help with her learning to speak with a structured therapy we were ignored. She still doesn't speak correctly, and we are now left with no support. Our original evaluation said she only needed speech services when she needed much more.	R_3kie9I9oQGrheuu
At his B23 evaluation my son was found to have a receptive speech delay, expressive speech delay and cognitive delay. Our case worker was able to get us connected to speech therapy services at Nemours, where we were able to be seen for in person weekly appointments. This was helpful to my son's speech development. However, I do not feel that we were given information or resources on how to support him with his cognitive delay through B23. As a result of this we chose to pursue an evaluation with a developmental pediatrician on our own to gain insight and support on how to support his cognitive functioning. <u>When it came time to transition from B23 to district-based services our case worker set up a transition meeting for us, which was very helpful. Our next step was evaluation with the school, which we did followed by an IEP</u>	R_115X7jvMRXITID1

<p><u>meeting to determine eligibility. Our case worker was supposed to attend the eligibility meeting but did not show up for the meeting. We have not heard from her since. This was highly disappointing for us. Up until this point she had been a great support, but I felt that we were left to navigate the transition out of B23 on our own.</u></p>	
<p>We started to switch out of the program to the school and has the initial meeting with Smyrna school district and now nothing has happened, and we don't know where we stand.</p>	R_eeLGWU0KtXKth9T
<p>This is my second child going through this program. 6 years ago, my coordinator and services were head on. This time around, it's hard to schedule a transition meeting, or know what's going on. I feel like I'm ill-prepared for September.</p>	R_3Oqv9jvkDgtScGZ
<p><u>What was hard for my family was that the transition to the school district wasn't smooth. On the contrary, it was confusing and as mom I felt alone after having all these wonderful people on our side helping us get through this new and difficult situation.</u> Now we send to school our 3-year-old with the limited capacity of 10 months (according to the evaluation from hospital and school psychologist). The school is good but hard because communication-wise it is poor; we don't know what is going on with her and for that reason we feel very lonely trying to figure out how our child is doing at school and very lonely on how to deal emotionally with her feelings at home. Will be great if the transition could be at least a period of 3-6 months with the family during the adapting process for the child and family after they turn 3 years old</p>	R_2dg58A8gUrbNURk
<p><u>I was confused when transitioning my child to the school district program.</u> Maybe the process could be explained in greater detail. Also, having your child move to a school-based program in the middle of the school year seemed to put more stress on the school staff. The school staff were wonderful. I wished the school psychologist could have been more available to answer questions from the school assessment.</p>	R_XXise22jxrRfioN
<p><u>I would have liked a better transition out of the program. I'm not sure I had enough closure after 2/3 years of working with my family and then just ending.</u> Maybe making a firmer "end date" so that way we are more prepared. Additionally, I don't like how I communicated with the physical therapist, so I had to share that information with the care coordinator. I wish they were able to speak amongst themselves to initiate the closure</p>	R_p3iG5Df1TokS1vH
<p>In the transition to school, I felt my coordinator was not helpful in advocating for me and my child, and my desire for inpatient services to continue. At first, she was unaware of the advocate program available when I asked about community resources and had to find out.</p>	R_p3iG5Df1TokS1vH
<p>This is my second child going through this program. 6 years ago, my coordinator and services were head on. This time around, it's hard to schedule a transition meeting, or know what's going on. I feel like I'm ill-prepared for September.</p>	R_3Oqv9jvkDgtScGZ
<p>My child was denied school-based services based on evaluations collected from daycare providers and his therapist who did the bare minimum with him and chose not to learn about how his disability affects him. We had asked for a new therapist through our Family Service Coordinator months ago and that was never followed through based on lack of staffing. <u>My Family Service Coordinator did not help advocate for my child</u></p>	R_1pGMoVT1AJ9PBT6

<u>during the transition from IFSP to IEP meeting. I feel like a huge disservice has been done to him.</u>	
The program has been great. I am not sure if the information for my daughter's departure from the B23 Program is coming with her conference on April 18th, I just haven't spoken about the next steps with them yet.	R_XzzAubn91wlAnC1

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RECOMMENDED IMPROVEMENTS TO THE TRANSITION PROCESS (N = 10)

Quote	Survey Respondent
I wish we had a timeline for benchmarks and transitioning that we can refer to. My child is not yet 3 and I wish I had this reference so that we can navigate the next 6 months correctly.	R_1dK57gLsozhoIbD
I would have liked a better transition out of the program. I'm not sure I had enough closure after 2/3 years of working with my family and then just ending. Maybe making a firmer "end date" so that way we are more prepared. Additionally, I don't like how I communicated with the physical therapist, so I had to share that information with the care coordinator. I wish they were able to speak amongst themselves to initiate the closure	R_1LXnn3y2DgxOMaT
What was hard for my family was that the transition to the school district wasn't smooth. On the contrary, it was confusing and as mom I felt alone after having all these wonderful people on our side helping us get through this new and difficult situation. Now we send to school our 3-year-old with the limited capacity of 10 months (according to the evaluation from hospital and school psychologist). The school is good but hard because communication-wise it is poor; we don't know what is going on with her and for that reason we feel very lonely trying to figure out how our child is doing at school and very lonely on how to deal emotionally with her feelings at home. <u>Will be great if the transition could be at least a period of 3-6 months with the family during the adapting process for the child and family after they turn 3 years old</u>	R_2dg58A8gUrbNURk
The transition program has a lot of meetings that maybe could be shortened. But I am thankful for the dedication and care to give [Child] and other students a fighting chance. As a Head Start teacher I second this for my own students going through the same process.	R_ehUA1UpiWHttSeZ
Maybe help families prepare for the transition better and start finding other sources such as Autism Delaware as an easier transition.	R_1rrjWObpE5Bf4m2
I would have loved for the speech therapist to stay longer with him (until 5). <u>Or offer services that another therapist could come to his daycare after free services ended</u>	R_1msCV37mD7iBSma
When a child ages out, but does not qualify for Child Find, there needs to be a better support system for the families rather than just good luck.	R_114K6XjWAxC725i
I think it would be nice for our service provider (speech) to be a little more involved in the transition process.	R_12D7HpQLkphhpEH
Want to share information regarding if you stop the services what would be the next steps to do as parents when the child is out in the real world. For example, preschools or other pre-PreK programs that can help the kids become more independent before they enter school.	R_3PY1lckxo3UrIDt
I was confused when transitioning my child to the school district program. <u>Maybe the process could be explained in greater detail.</u> Also, having	R_XXise22jxrRfioN

your child move to a school-based program in the middle of the school year seemed to put more stress on the school staff. The school staff were wonderful. I wished the school psychologist could have been more available to answer questions from the school assessment.	
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DESIRE TO EXTEND LENGTH OF PROGRAM (N = 5)

Quote	Survey Respondent
<u>I would have loved for the speech therapist to stay longer with him (until 5).</u> Or offer services that another therapist could come to his daycare after free services ended.	R_1msCV37mD7iBSma
Give more time to stay with the family after the 3 years, during the transition to the new situation because its feels lonely with no one advocating for the family.	R_2dg58A8gUrbNURk
Fue muy poco tiempo, la sigas a mi niño [It was a very short time, follow my child]	R_2YIWxUazLpkkKbV
Maybe last longer than 3 years old	R_2Bkw73V8TmWKywh
I wish the age limit was larger	R_6tXHOzZ5QKhdxiV

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