

Hawaii 3-5 Transition Survey Report 2008

**Hawaii 3-5 Transition Task Force
Established by Act 289
of the Hawaii State Legislature, 2007**

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Hawaii 3-5 Transition Survey Report 2008

SUMMARY

A transition survey was developed to identify strengths and barriers in the transition of young children into the Department of Education (DOE) 619 preschool special education programs. This survey addressed a responsibility of the Hawaii 3-5 Transition Task Force to “Conduct a needs assessment of families focusing on their experiences transitioning out of Part C programs, as well as transitioning into Part B programs” [Section 2(e)(7) of Act 289]. The survey was conducted October-November 2007.

The survey provided information on family experiences in Early Intervention (EI), DOE Preschool, and the transition from EI to DOE Preschool. The majority of families felt positively about their EI, DOE Preschool, and transition experiences. Data indicated that while families may have been initially apprehensive, most families were satisfied with their child’s transition to DOE preschool services.

Data and comments suggested general areas for further work and improvement:

- Early intervention services being more responsive to family needs.
- DOE Preschool services being more inclusive and responsive to family needs.
- Making the transition process as seamless and supportive of families as possible.

Data suggested specific areas for further work and/or improvement:

- For EI:
 - Providing information to families on services that the family may need.
 - Opportunities for families to meet other families of children both with and without disabilities.
 - Identifying factors contributing to the late identification of children with developmental concerns (who did not have EI services prior to entering DOE Preschool).
- For DOE Preschool:
 - Opportunities for families to meet other families of children both with and without disabilities.

SURVEY DESCRIPTION

- Purpose:** Describe family experiences in the transition of children from EI into the DOE 619 preschool special education programs at age 3 years, and their experiences in EI and DOE Preschool.
- Survey funding:** State funding was provided by the Hawaii State Department of Health (DOH), Children with Special Health Needs Branch (CSHNB). DOH contracted the University of Hawaii Center on Disability Studies (CDS) to conduct the study. DOH provided additional staff and funding resources for the survey dissemination, data analysis, and survey report.
- Survey tools:** The survey tools (Appendix C) and methodology were developed by the Hawaii 3-5 Transition Task Force Survey Subcommittee, facilitated by CDS, in conjunction with the STEPS (Sequenced Transition to Education in the Public Schools) Team. The survey tools for Oahu, Hawaii County, Maui County, and Kauai County differ only for Question 2, with the list of early intervention programs specific for each island/county.
- Target group:** Families of children age 3-4 years, in DOE Preschool Special Education.
- Survey dates:** October-November 2007.
- Survey distribution:** Packets of surveys were mailed to DOE preschool special education classroom teachers for distribution to families. Teachers were asked to send a form back to CDS on the number of surveys that were sent home with students. Families returned surveys to CDS via CSHNB.
- Survey return rates:** 47.1% teachers responded that surveys were sent home with students.

County	# Teachers who were sent survey packets	# Teachers who sent surveys were sent home with students	Teacher response rates
Honolulu (Oahu)	215	109	50.7%
Hawaii	37	12	32.4%
Maui	31	13	41.9%
Kauai	8	3	37.5%
Total	291	137	47.1%

Of surveys distributed, 64.1% were returned.

County	# Surveys sent home	Surveys returned	Return rate
Honolulu (Oahu)	555	363	65.4%
Hawaii	81	32	39.5%
Maui	60	17	28.3%
Kauai	20	47	*
Total	716	459	64.1%

* More surveys were returned than the number that teachers reported distributing. Some teachers may have distributed surveys but did not report it.

- Survey report:** CDS developed the database and entered survey data. CDS initially analyzed survey data, with comments categorized by one individual.

CSHNB completed the data analyses, including comparisons and statistical analyses, and the survey report. The final report was prepared with review and comments from Task Force members.

Data limitations:

The extent to which the survey data represents all children in DOE Preschool (including their EI experience) is not known. The 459 surveys returned represent approximately 35% of the 1300 children in DOE Preschool.

This survey does not provide data on the number of:

- Part C children who chose not to have an eligibility evaluation for DOE Preschool.
- Part C/Part B-eligible children who had an eligibility evaluation, but family chose not to enroll their child DOE Preschool.
- Part C/Part B-eligible children who may benefit from a longer transition period with continued EI services, or how they would benefit.
- Part C/Part B non-eligible children who may benefit from continued EI services.
- Non-Part C children ages 3-5 who may benefit from EI services.

SURVEY FINDINGS

Survey responses for each question are provided in Appendix A. Detailed comparisons in Appendix B include children in DOE Preschool who had or did not have previous EI services; by family interest in wanting or not wanting to continue EI services at age 3 years; by developmental delays, speech-language problems, or autism; and Oahu and Neighbor Island children.

Interest in continuing EI services at age 3 years instead of starting preschool

- Before starting DOE Preschool, 30.6% families wanted to continue EI services at age 3 years.
- After experiencing DOE preschool, only 15.7% families wanted to continue EI services at age 3 years, while 77.7% families felt that they did not want to continue EI services.

Previous Early Intervention (EI) experience

- For families who had help in EI, most families (>90%) felt very positively about the help.
- Areas where most families had help included:
 - 74.2% children had EI services in the home of the family, baby-sitter, or care-provider (“natural environment”).
 - 91.4% had therapists working with child and family.
 - 92.9% had a care coordinator to talk with.
 - 87.8% learned about child’s disability.
 - 95.3% found out how the family can help child.
- Areas where fewer families had help included:
 - 51.9% got information on services that the families need.

- 36.8% met other families of children with disabilities.
 - 25.8% met other families of children without disabilities.
- 73.4% of children in DOE Preschool had previous EI services, while 25.5% did not have EI services.

Transition experience

- 81.3% families of children who previously received EI services attended a Part C Transition Conference meeting and it helped the family think about services for child.
- 71.0% families visited DOE preschool before enrolling child.
- 92.6% families said that the explanation of DOE evaluation report was helpful.
- 85.6% families attended the IEP (Individualized Education Program) meeting and felt that people listened to the family's ideas.
- 94.3% families felt welcomed by DOE staff.

Experience in DOE Preschool

- Compared to when their child started DOE preschool, 84.1% families felt more satisfied.
- For families who had help in DOE Preschool, most families (>90%) felt very positively about the help.
- Areas where most families received help included:
 - 93.0% children were at a public school.
 - 87.4% children were in a classroom with children with disabilities.
 - 78.5% were around other children without disabilities.
 - 94.8% had teachers and therapists providing services to the child.
 - 92.0% had someone at school to talk with about needs.
- Areas where fewer families received help included:
 - 40.5% children were at a Head Start or community preschool.
 - 63.0% met families of children with disabilities.
 - 52.3% met families of children without disabilities.

Comparison of children in DOE preschool by their having or not having previous EI Services

- More families of children without previous EI services did not know that they could visit a DOE Preschool classroom before enrolling their child (27.0%), compared to children who had EI services (15.9%)
- More children without previous EI services were enrolled in Head Start or a community preschool (63.3%), compared to children who had EI services (41.2%).

Comparison of children in DOE preschool, by the family interest in wanting or not wanting to continue EI Services at age 3 years

- More families who did not want to continue EI services at age 3 years attended a Part C Transition Conference meeting and felt that it helped the family think about services for child (86.6%), compared with families who wanted to continue (77.6%).
- More families who did not want to continue EI services at age 3 years said that the explanation of DOE evaluation report was helpful (96.2%), compared with families who wanted to continue EI services (86.5%).

- More families who did not want to continue EI services at age 3 years attended the IEP (Individualized Education Program) meeting and felt that people listened to the family's ideas (91.4%), compared with families who wanted to continue EI services (70.6%).

Comparison of children with developmental delays, speech-language problems, or autism

- After starting DOE Preschool, more families of children with developmental delays (83.8%) and speech-language problems (85.2%) did not want their children at age 3 to continue EI services, compare to families of children with autism (70.6%).
- More families of children with developmental delays (84.3%) and speech-language problems (89.5%) attended a Part C Transition Conference meeting and felt it helped the family think about services, compared to families of children with autism (74.3%).

Comparison of the early intervention experience of Oahu and Neighbor Island children now in DOE Preschool

- More Oahu children (79.2%) had services provided in natural environments (home of family, baby-sitter or care-provider), compared with Neighbor Island children (67.6%).
- Fewer Oahu children (39.4%) had services provided at a center with children with disabilities, compared with Neighbor Island children (66.2%).
- Fewer Oahu families met families of children with disabilities (34.8%), compared with Neighbor Island families (56.5%).
- Fewer Oahu families met families of children without disabilities (23.7%), compared with Neighbor Island families (46.2%).

Comparison of DOE Preschool experience of Oahu and Neighbor Island children:

- No significant differences were noted.

Appendix

Note:

Tables do not include the “no response” data. Therefore, percentages for a question may not total 100%.

Survey tools differ only for Question 2, with the list of EI programs specific for each island/county.

 Indicates sub-group of children in DOE Preschool who previously received EI services and experienced the transition from EI to DOE Preschool.

* Statistically different, $P < 0.05$.

DOE Department of Education

EI Early Intervention

IEP Individualized Education Program

APPENDIX A

Survey Responses, by Question

Question 1. Age of children (year child was born)

Birth Year	N=459	
2003	235	51.2%
2004	204	44.4%

Question 2. Children previously receiving services from Early Intervention (EI) programs

Previous EI services	N=459	
Children who previously received EI Services	337	73.4%
Children who did not have EI services	117	25.5%

EI Question 3. Age that children first received service from an EI program

Age when EI services started	N=319	
Average	19 months	
Median	24 months	
Range	0 - 35 months	

EI Question 4. Child's needs before he or she was three years old

Child's needs before age 3 years	N=337	
Developmental delays	144	42.7%
Speech-language problems	142	42.1%
Autism	35	10.4%
Health or medical problems	8	2.4%

EI Question 5. Help that children and families had from EI programs, and how families felt about that help

	Families that had help in EI+ N=337		How families felt about their help++	
	# had help	% had help	# liked help	% liked help
Types of help				
Services provided in home of family, baby-sitter, or care-provider	250	74.2%	240	96.0%
Services provided at a center with other children with disabilities	144	42.8%	136	94.4%
Therapists working with child and family	308	91.4%	304	98.7%
Having a care coordinator to talk with	313	92.9%	308	98.4%
Learning about child's disability	296	87.8%	292	98.7%
Finding out how the family can help child	321	95.3%	318	99.1%
Getting information on services that family needs (e.g., food stamps, QUEST, etc.)	175	51.9%	169	96.6%
Meeting families of children with disabilities	124	36.8%	115	92.7%
Meeting families of children without disabilities	87	25.8%	79	90.8%
Had services	309	91.6%	293	94.8%

+ Number of children/families who had help = sum of those who "liked" and "didn't like" help (Q5)

++ Denominator is the number of families who had help

EI Question 6. Family feelings when they learned their child could not have EI services after the third birthday

Family Comments	
<i>Comment category</i>	<i># Comments</i>
Negative	102
Prepared so okay	81
Negative, but prepared	36
Child ready	10
Okay	9
Too late for EI	6
Grateful for EI	5
Happy	6
Happy, child ready	4
Surprised	3
Family needed more services	2
Negative, but child ready	2
Happy, didn't like EI	1

Sample Positive Comments

- It was fine and worked out well because she got to start the Head Start-DOE.
- I was feeling ok and I was happy she was moving forward to new stage.
- Disappointed at first, but I like the special education program very much.
- Happy because he would start school.
- Transition services provided non-interrupted therapy for my child.

Sample Negative Comments

- I was disappointed because she only had 6 months of early intervention.
- I was shocked and worried that he might not receive the help he needed.
- I was sad because services were about to end just as he was making progress.
- Wondered why services were limited to 0-3 in age, felt frustrated.

EI Question 7. **Before starting DOE Preschool, families wanting child to stay in EI longer at age 3 years instead of starting preschool**

BEFORE starting DOE Preschool	N=337	
Families wanted child at age 3 to continue EI services	103	30.6%
Families did <u>not</u> want child at age 3 to continue EI services	213	63.2%

Comments from families who wanted their child at age 3 to continue EI services	
<i>Comment category</i>	<i># Comments</i>
Better services in EI	12
Child not ready	12
Child doing well in EI	9
Individual services in EI	8
DOE full day away from home	7
Child happy in EI	5
Convenience	5
Better staff in EI	5
Family services valuable	5
Worried about transition	3
Exposure to other children worrisome	3
Child needed more EI services	2
Prefer EI	2
Interaction with children with disabilities not good for child	1
Labeling in DOE	1
Less functional learning in DOE	1
Liked EI staff	1
More services in EI	1
No income qualifications in EI	1
No summer services interrupts service	1
Bad transition experience	1

Comments from families who did <u>not</u> want child at age 3 to continue EI services	
<i>Comment category</i>	<i># Comments</i>
Child interaction	46
School setting	18
Time to move on	14
Good services	13
More services	11
School setting ups learning	6
Better services	5
Good reputation of DOE/school	5
Prefer gradual transition, both services	5
Good teachers	5
No option	4
Interaction with non-disabled children	2
Child happy	2
Child interaction with/without disabilities	2
Convenience	1
Prepared by EI	1
Better evaluations	1

Sample Comments

Families Who Wanted Child at Age 3 to Continue EI services

- I was not ready to be without her for 6 hours every day.
- My daughter’s development was only 9 months, she had excellent services and was not ready to transfer, I thought.
- Because I felt early intervention takes more care about my child.
- I felt he was not ready to be in a school setting.

Sample Comments

Families Who Did Not Want Child at Age 3 to Continue EI services

- Because he would be around other kids.
- He would receive more hours of learning and therapy and interaction with his peers.
- I felt preschool would help her with speech and socialization.
- I thought he was ready so I’m glad.
- It helps me get a break when he is in school.

EI Question 8. After starting DOE Preschool, families wanting child to stay in EI longer instead of starting preschool

AFTER starting DOE Preschool	N=337	
Families wanted child at age 3 to continue EI services	53	15.7%
Families did not want child at age 3 to continue EI services	262	77.7%

Comments from families who wanted their child at age 3 to continue EI services	
Comment category	# Comments
Child achieved well in EI	5
Child not ready	5
Prefer gradual transition	4
child needed more svc	3
Better staff in EI	1
Other	15

Comments from families who did <u>not</u> want child at age 3 to continue EI services	
Comment category	# Comments
Child achieving well	61
Child interaction	16
Child interaction ups learning	10
Child happy	9
Good services	8
Child social skills improved	7
Child ready	6
Good staff	6
Daily schedule reinforce learning	5
Independence	4
More opportunities	4
More services	4
Prepared for school	3
Small class size	3
No option	2
Prefer gradual transition with joint services	2
Better than EI for child	2
Child more motivated	2
Staff know child well	2
Interaction with children with disabilities	1
Interaction with children without disabilities ups learning	1
Child behavior improved	1
Convenient	1
Family prepared for school	1

Sample Comments

Families Who Wanted Child at Age 3 to Continue EI services

- She wasn't ready, and the school wasn't ready for her.
- He's a special case, he needs more services.
- I still feel he is too young to attend an all day, every day program.
- I would still prefer him to start preschool at 4 years and enjoy him at home where young children belong.

Sample Comments

Families Who Did Not Want Child at Age 3 to Continue EI services

- Preschool helped her much more because of the everyday reinforcement.
- The DOE teachers are way more proactive and engaged, interested in her.
- He loves school and wants to learn.
- He is learning so much more and in a great atmosphere with other children – he is very happy.

EI Question 9. Part C Transition Conference

Attended Part C Transition Conference	N=337	
Attended a Part C Transition Conference meeting and it helped the family think about services for child	274	81.3%
Attended a Part C Transition Conference meeting, but felt that it was not helpful	13	3.9%
Did not attend a Part C Transition Conference	35	10.4%

Question 10. Visiting the DOE Preschool before enrolling child

Visited DOE Preschool before enrolling child	N=459	
Family visited preschool	326	71.0%
Family knew they could visit a preschool class, but did not go	36	7.8%
Family did not know they could visit a preschool class	83	18.1%

Question 11. Explanation of DOE evaluation reports

DOE evaluation reports	N=459	
Explanation of evaluation report was helpful	425	92.6%
Explanation of evaluation report was not helpful	15	3.3%
No one explained the evaluation reports to the family	4	0.9%

Question 12. IEP (Individualized Education Program) meeting

IEP meeting	N=459	
Attended meeting and people listened to the family's ideas	393	85.6%
Attended meeting, but people did not listen to the family's ideas	20	4.4%
Did not attend the IEP meeting	25	5.4%

Comments from families who felt welcomed by DOE staff	
<i>Comment category</i>	<i># Comments</i>
Good staff	28
Responsive to parent	16
good meeting	10
DOE good	6
Other	32

Comments from families who did not feel welcomed by DOE staff	
<i>Comment category</i>	<i># Comments</i>
Not responsive to parent	7

Sample Positive Comments

- Everyone took me step-by-step, that's great because it makes a nervous parent comfortable, was positive, encouraging.
- Everyone seemed very concerned for my son's needs.
- Everyone was very helpful and made transition go smoothly.
- They showed concern and support.

Sample Negative Comments

- My ideas were seen as coming from a Mom who didn't know what she was talking about.
- I felt insulted.
- The whole transition process was bad, mishandled, the meeting was very tense.
- I felt everyone against me.
- We wanted an inclusion class and there was none available in the complex.

Question 13. Families feeling welcomed by DOE staff

	N=459	
Family felt welcomed by DOE staff	433	94.3%

Comments from families who felt welcomed by DOE staff	
<i>Comment category</i>	<i># Comments</i>
Caring, friendly staff	29
Helpful staff	29
Responsive to family	6
Not welcoming at initial meeting, but later warmer	5
Other	12

Comments from families who did not feel welcomed by DOE staff	
<i>Comment category</i>	<i># Comments</i>
Differed by school	2
Administrator(s) not friendly	2

Sample Positive Comments

- They were so pleasant and helpful.
- They truly care about the child and family.
- They helped our family and put us at ease.
- Extremely welcomed and satisfied.
- They are great!
- The entire staff were friendly, informative.
- Not only welcoming, but also encouraging.
- DOE staff has been wonderful.

Sample Negative Comments

- The principal and SSC were very rude.
- I had to fight with them for certain services. They wanted to base everything solely on my son's evaluations with strangers that had seen him once.
- Administration does not make parents feel welcome on campus.
- 1st IEP meeting was overwhelming. DOE staff used lingo, acronyms I was unfamiliar with.

Question 14. Length of time child has been in a DOE preschool

Number of months children have been in DOE preschool	N=442	
Average	10 months	
Median	7 months	
Range	0.1 - 38 months	

Question 15. Where child is now getting DOE Preschool services

Site of DOE Preschool services	N=459	
DOE classroom for children with disabilities	360	78.4%
Head Start or community preschool class	80	17.4%

Question 16. Help that children and families have in DOE Preschool, and how families felt about that help

(Q16) Types of help	Families that have help in DOE Preschool+ N=459		How families feel about their help	
	# have help	% have help	# like help	% like help
Being at a public school	427	93.0%	411	92.3%
Being in a classroom with children with disabilities	401	87.4%	363	90.5%
Being at a Head Start or community preschool	186	40.5%	168	90.3%
Being around other children without disabilities	360	78.5%	346	96.1%
Meeting families of children with disabilities	289	63.0%	279	96.5%
Meeting families of children without disabilities	240	52.3%	228	95.0%
Teachers and therapists providing services to child	435	94.8%	432	99.3%
Having someone at school to talk with about needs	422	92.0%	418	99.1%
Amount of services my child receives	410	89.4%	378	92.2%

+ Number of children/families who had help = sum of those who “liked” and “didn’t like” help (Q5)
++ Denominator is the number of families who had help

Comments from families on “Being in a classroom with children with disabilities”	
<i>Comment category</i>	<i># Comments</i>
Bad for learning	3
Child learns bad behaviors	2
Other	3

Comments from families on “Being around other children without disabilities”	
<i>Comment category</i>	<i># Comments</i>
Social interaction good	3
Better learning environment	3
Other	2

Sample Positive Comments

- The DOE teachers and therapists are out of this world – they are just great!
- My child has progressed so much in the past 11 months.
- I like the individualized attention each child receives.
- The change I’ve seen is unbelievable – all the teachers and staff do an amazing job.
- She loves her class and enjoys going to school every day.

Sample Negative Comments

- I do recommend that our children in 0-3 should continue the program until age 5.
- Families don’t talk much to one another.
- My child needs more services.
- Quality and quantity of services are 50% of EI (0-3). No family involvement.
- Believe my son needs more services, but they are fighting me.
- We would like him to be exposed to other children his age without disabilities.

Question 17. How parents feel now, compared to when their child started DOE preschool

Current feelings, compared with feelings when child started DOE preschool	N=459	
More satisfied	386	84.1%
Feelings unchanged	43	9.4%
Less satisfied	13	2.8%

Sample Positive Comments

- I was nervous about him going to school, but now, I'm so glad he is in school.
- My child is improving and I see that my child enjoys school and other kids.
- I was a little nervous in the beginning, but he loves his school.
- He gets more services through DOE.
- I feel my child will be ready for kindergarten.

Sample Negative Comments

- My ideas were seen as coming from a Mom who didn't know what she was talking about.
- Concerned with speech more now than before.
- Need better support for my son with autism. After school care is also needed.
- The teacher is SPED (*special education*) certified, but does not have any ECE (*early childhood education*) credentials. Not the best learning environment for my child.
- I was optimistic at first, but there's no communication with parents.

Question 18. Other comments

Sample Positive Comments

- The DOE teachers and therapists are out of this world – they are just great!
- I really appreciate the amount of communication there is between myself and my son's teacher – she writes us daily.
- Being in a school for my child is much better because she gets to interact with other children.

Sample Negative Comments

- I do recommend that our children in 0-3 should continue the program until age 5.
- ...even our EI care coordinator did not advocate for him.
- Early intervention needs to be provided in private preschools to encourage inclusion.
- I would like to see more screening of preschool teachers.
- Why doesn't DOE have after school care for preschoolers with special needs?

APPENDIX B-1
Children in DOE Preschool

	All Children	
	#	%
County of residence	N=459	
Honolulu (Oahu)	363	79.1%
Hawaii	32	7.0%
Maui	17	3.7%
Kauai	47	10.2%
Birth Year (Q1)	N=459	
2002	12	2.6%
2003	235	51.2%
2004	204	44.4%
Other or No response	8	1.7%
Previous EI services (Q2)	N=459	
Children who previously had EI services	337	73.4%
Children who did not have previous EI services	117	25.5%
For children who previously had EI services, age when EI services started (Q3)	N=319	
Average	19 months	
Median	24 months	
Range	0 - 35 months	
Number of months children have been in DOE preschool (Q14)	N=442	
Average	10 months	
Median	7 months	
Range	0.1 - 38 months	

(Q5)	Children Who Previously Received EI Services N=337	
	#	%
Child's needs before age 3 years (Q4)		
Developmental delays	144	42.7%
Speech-language problems	142	42.1%
Autism	35	10.4%
Health or medical problems	8	2.4%
How families felt about their child at age 3 years staying longer in EI instead of starting DOE Preschool		
BEFORE starting DOE Preschool (Q7)		
Families wanted child at age 3 to continue EI services	103	30.6%
Families did not want child at age 3 to continue EI services	213	63.2%
AFTER starting DOE Preschool (Q8)		
Families wanted child at age 3 to continue EI services	53	15.7%
Families did not want child at age 3 to continue EI services	262	77.7%
Part C Transition Conference (Q9)		
Attended a Part C Transition Conference meeting and it helped the family think about services for child	274	81.3%
Attended a Part C Transition Conference meeting, but felt that it was not helpful	13	3.9%
Did not attend a Part C Transition Conference	35	10.4%

EI

	Families that had help in EI+ N=337		How families felt about their help++	
	# had help	% had help	# liked help	% liked help
Types of help				
Services provided in home of family, baby-sitter, or care-provider	250	74.2%	240	96.0%
Services provided at a center with other children with disabilities	144	42.8%	136	94.4%
Therapists working with child and family	308	91.4%	304	98.7%
Having a care coordinator to talk with	313	92.9%	308	98.4%
Learning about child's disability	296	87.8%	292	98.7%
Finding out how the family can help child	321	95.3%	318	99.1%
Getting information on services that family needs (e.g., food stamps, QUEST, etc.)	175	51.9%	169	96.6%
Meeting families of children with disabilities	124	36.8%	115	92.7%
Meeting families of children without disabilities	87	25.8%	79	90.8%
Had services	309	91.6%	293	94.8%

+ Number of children/families who had help = sum of those who "liked" and "didn't like" help (Q5)

++ Denominator is the number of families who had help

	All Children N=459	
	#	%
Visited DOE Preschool before enrolling child (Q10)		
Family visited preschool	326	71.0%
Family knew they could visit a preschool class, but did not go	36	7.8%
Family did not know they could visit a preschool class	83	18.1%
Explanation of DOE evaluation reports (Q11)		
Explanation of evaluation report was helpful	425	92.6%
Explanation of evaluation report was not helpful	15	3.3%
No one explained the evaluation reports to the family	4	0.9%
IEP meeting (Q12)		
Attended the meeting and people listened to the family's ideas	393	85.6%
Attended the meeting, but people did not listen to the family's ideas	20	4.4%
Did not attend the IEP meeting	25	5.4%
Welcomed by DOE staff (Q13)		
Family felt welcomed by DOE staff	433	94.3%
Where child is getting DOE Preschool services (Q15)		
DOE classroom for children with disabilities	360	78.4%
Head Start or community preschool class	80	17.4%
Current feelings, compared with feelings when child started DOE preschool (Q17)		
More satisfied	386	84.1%
Feelings unchanged	43	9.4%
Less satisfied	13	2.8%

(Q16)	Families that have help in DOE Preschool+ N=459		How families feel about their help	
	# have help	% have help	# like help	% like help
Types of help				
Being at a public school	427	93.0%	411	92.3%
Being in a classroom with children with disabilities	401	87.4%	363	90.5%
Being at a Head Start or community preschool	186	40.5%	168	90.3%
Being around other children without disabilities	360	78.5%	346	96.1%
Meeting families of children with disabilities	289	63.0%	279	96.5%
Meeting families of children without disabilities	240	52.3%	228	95.0%
Teachers and therapists providing services to the child	435	94.8%	432	99.3%
Having someone at school to talk with about needs	422	92.0%	418	99.1%
Amount of services my child receives	410	89.4%	378	92.2%

+ Number of children/families who had help = sum of those who "liked" and "didn't like" help (Q5)

++ Denominator is the number of families who had help

APPENDIX B-2

Comparison: Children in DOE Preschool Who Had or Did Not Have Previous EI Services



	Previously Had EI Services N=337		Did Not Have EI Services N=117		
	#	%	#	%	
County of residence					
Honolulu (Oahu)	265	78.6%	95	81.9%	
Hawaii County	25	7.4%	6	5.1%	
Maui County	10	3.0%	7	6.0%	
Kauai County	37	11.0%	9	7.7%	
Visited DOE Preschool before enrolling child (Q10)					
Family visited preschool	244	74.6%	79	68.9%	*
Family knew they could visit a preschool class, but did not go	31	9.5%	5	4.4%	
Family did not know they could visit a preschool class	52	15.9%	31	27.0%	
Explanation of DOE evaluation reports (Q11)					
Explanation of evaluation report was helpful	314	94.9%	110	93.7%	
Explanation of evaluation report was not helpful	14	4.2%	1	0.9%	
No one explained the evaluation reports to the family	3	0.9%	1	0.9%	
IEP meeting (Q12)					
Attended the meeting and people listened to the family's ideas	286	88.3%	108	93.7%	
Attended the meeting, but people did not listen to family's ideas	19	5.9%	1	0.9%	
Did not attend the IEP meeting	19	5.9%	6	5.4%	
Welcomed by DOE staff (Q13)					
Family felt welcomed by DOE staff	318	79.3%	111	100%	
Where child is getting DOE Preschool services (Q15)					
DOE classroom for children with disabilities	266	81.6%	91	82.7%	
Head Start or community preschool class	60	18.4%	19	17.4%	
Help that families have from DOE Preschool (Q16) # have help = sum of "like" and "don't like" help					
Being at a public school	314	98.1%	109	99.1%	
Being in a classroom with children with disabilities	300	100%	97	100%	
Being at a Head Start or community preschool	121	41.2%	62	63.3%	*
Being around other children without disabilities	263	86.5%	93	92.1%	
Meeting families of children with disabilities	212	70.9%	75	77.3%	
Meeting families of children without disabilities	167	56.4%	71	74.7%	
Teachers and therapists providing services to the child	323	99.1%	108	99.1%	
Having someone at school to talk with about needs	313	97.2%	105	96.3%	
Amount of services my child receives	308	99.0%	98	97.0%	
Current feelings, compared with feelings when child started DOE preschool (Q17)					
More satisfied	284	86.9%	98	88.3%	
Feelings unchanged	31	9.5%	12	10.9%	
Less satisfied	12	3.7%	1	0.9%	

*Statistically different, $P < 0.05$.

APPENDIX B-3

Comparison: Children in DOE Preschool Who Previously Received EI Services, By Family Interest in Wanting or Not Wanting to Continue EI Services At Age 3 Years

EI

	<i>After Starting DOE Preschool</i>			
	Wanted to Continue EI Services At Age 3 N=53		Did Not Want to Continue EI Services At Age 3 N=262	
	#	%	#	%
County of residence				
Honolulu (Oahu)	46	86.8%	201	76.7%
Neighbor Island	7	13.2%	61	23.3%
Child's needs before age 3 years (Q4)				
Developmental delays	21	41.2%	108	42.5%
Speech-language problems	20	39.2%	115	45.3%
Autism	10	19.6%	24	9.5%
Health or medical problems	0	0%	7	2.8%
Help that children/families in EI had (Q5) # had help = sum of "liked" and "didn't like" help				
Services provided in home of family, baby-sitter, or care-provider	35	70.0%	194	76.4%
Services provided at a center with other children with disabilities	18	38.3%	115	46.2%
Therapists working with child and family	44	88.0%	243	94.2%
Having a care coordinator to talk with	43	91.5%	247	96.1%
Learning about child's disability	43	39.6%	232	93.2%
Finding out how the family can help child	48	98.0%	249	97.3%
Getting information on services that the family needs	25	53.2%	135	55.3%
Meeting families of children with disabilities	19	40.4%	94	38.5%
Meeting families of children without disabilities	12	26.1%	68	28.2%
Having services	46	90.2%	242	96.4%
Part C Transition Conference (Q9)				*
Attended a Part C Transition Conference meeting and it helped the family think about services for child	38	77.6%	219	86.6%
Attended a Part C Transition Conference meeting, but felt that it was not helpful	8	16.3%	5	2.0%
Did not attend a Part C Transition Conference	3	6.1%	29	11.5%
Visited DOE Preschool before enrolling child (Q10)				
Family visited preschool	38	73.1%	190	73.6%
Family knew they could visit a preschool class, but did not go	3	5.8%	29	11.2%
Family did not know they could visit a preschool class	11	21.2%	39	15.2%
Explanation of DOE evaluation reports (Q11)				*
Explanation of evaluation report was helpful	45	86.5%	251	96.2%
Explanation of evaluation report was not helpful	6	11.5%	8	3.1%
No one explained the evaluation reports to the family	1	1.9%	2	0.8%
IEP meeting (Q12)				*
Attended the meeting and people listened to the family's ideas	36	70.6%	233	91.4%
Attended the meeting, but people did not listen to family's ideas	11	21.6%	8	3.1%
Did not attend the IEP meeting	4	7.8%	14	5.5%
Welcomed by DOE staff (Q13)				
Family felt welcomed by DOE staff	46	92.0%	252	98.1%
Where child is getting DOE Preschool services (Q15)				
DOE classroom for children with disabilities	40	80.0%	212	82.5%
Head Start or community preschool class	10	20.0%	45	17.5%

Comparison – Wanting or Not Wanting to Continue EI Services

EI

	<i>After Starting DOE Preschool</i>			
	Wanted to Continue EI Services At Age 3 N=53		Did Not Want to Continue EI Services At Age 3 N=262	
	#	%	#	%
<i>(continued)</i>				
Help that families have from DOE Preschool (Q16) # have help = sum of “like” and “don’t like” help				
Being at a public school	43	95.6%	251	98.4%
Being in a classroom with children with disabilities	45	97.8%	239	96.7%
Being at a Head Start or community preschool	16	37.2%	101	42.1%
Being around other children without disabilities	39	83.0%	215	88.1%
Meeting families of children with disabilities	34	72.3%	172	71.4%
Meeting families of children without disabilities	26	57.8%	133	55.9%
Teachers and therapists providing services to the child	47	97.9%	256	99.2%
Having someone at school to talk with about needs	44	93.6%	250	97.7%
Having services	44	95.7%	247	99.6%
Current feelings, compared with feelings when child started DOE preschool (Q17)				*
More satisfied	34	69.4%	236	90.7%
Feelings unchanged	9	18.4%	19	7.3%
Less satisfied	6	12.2%	5	1.9%

*Statistically different, $P < 0.05$.

APPENDIX B-4

Comparison: Children in DOE Preschool Who Previously Received EI Services, with Developmental Delays, Speech-Language Problems, or Autism

EI

	Developmental Delays N=144		Speech-Lang. Problems N=142		Autism N=35	
	#	%	#	%	#	%
County of residence						
Honolulu (Oahu)	107	74.3%	116	81.7%	30	85.7%
Neighbor Island	37	25.7%	26	18.3%	5	14.3%
Help that children/families in EI had (Q5) # had help = sum of "liked" and "didn't like" help						
Services provided in home of family, baby-sitter, or care-provider	109	78.4%	100	73.5%	29	85.3%
Services provided at a center with other children with disabilities	59	43.4%	59	44.7%	19	55.9%
Therapists working with child and family	130	93.5%	127	90.7%	34	97.1%
Having a care coordinator to talk with	131	94.9%	130	95.6%	35	100%
Learning about child's disability	122	89.7%	121	92.4%	35	100%
Finding out how the family can help child	134	96.4%	135	98.5%	35	100%
Getting information on services that the family needs	81	61.8%	64	48.9%	20	60.6%
Meeting families of children with disabilities	62	46.3%	39	30.2%	17	48.6%
Meeting families of children without disabilities	43	33.1%	33	26.0%	9	25.7%
Having services	131	94.2%	127	95.5%	34	97.1%
How families felt about their child at age 3 years staying longer in EI instead of starting DOE Preschool						
BEFORE starting DOE Preschool (Q7)						*
Families wanted child at age 3 to continue EI services	45	34.3%	36	26.9%	18	52.9%
Families did not want child at age 3 to continue EI services	86	65.7%	98	73.1%	16	47.1%
AFTER starting DOE Preschool (Q8)						
Families wanted child at age 3 to continue EI services	21	16.3%	20	14.8%	10	29.4%
Families did not want child at age 3 to continue EI services	108	83.8%	115	85.2%	24	70.6%
Part C Transition Conference (Q9)						*
Attended a Part C Transition Conference meeting and it helped the family think about services for child	113	84.3%	119	89.5%	26	74.3%
Attended a Part C Transition Conference meeting, but felt that it was not helpful	5	3.7%	3	2.3%	5	14.3%
Did not attend a Part C Transition Conference	16	11.9%	11	8.3%	4	11.4%
Visited DOE Preschool before enrolling child (Q10)						
Family visited preschool	103	74.1%	101	73.2%	27	77.1%
Family knew they could visit a preschool class, but did not go	13	9.4%	15	10.9%	3	8.6%
Family did not know they could visit a preschool class	23	16.6%	22	15.9%	5	14.3%
Explanation of DOE evaluation reports (Q11)						
Explanation of evaluation report was helpful	135	96.4%	134	95.7%	30	85.7%
Explanation of evaluation report was not helpful	4	2.8%	5	3.6%	4	11.4%
No one explained the evaluation reports to the family	1	0.7%	1	0.7%	1	2.8%
IEP (Individualized Education Program) meeting (Q12)						
Attended meeting and people listened to the family's ideas	123	89.1%	124	91.2%	27	77.1%
Attended meeting, but people did not listen to family's ideas	9	6.5%	4	2.9%	5	14.3%
Did not attend the IEP meeting	6	4.4%	8	5.9%	3	8.6%

Comparison – Developmental Delays, Speech-Language Problems, or Autism

EI

	Developmental Delays N=144		Speech-Lang. Problems N=142		Autism N=35	
	#	%	#	%	#	%
<i>(continued)</i>						
Welcomed by DOE staff (Q13)						
Family felt welcomed by DOE staff	139	96.5%	134	94.4%	32	91.4%
Where child is getting DOE Preschool services (Q15)						
DOE classroom for children with disabilities	119	83.8%	107	79.3%	28	82.4%
Head Start or community preschool class	23	16.2%	28	20.7%	6	17.6%
Help that families have from DOE Preschool (Q16) # have help = sum of “like” and “don’t like” help						
Being at a public school	135	98.5%	132	97.1%	34	100%
Being in a classroom with children with disabilities	130	97.0%	124	96.1%	33	100%
Being at a Head Start or community preschool	47	37.0%	55	43.7%	12	41.4%
Being around other children without disabilities	106	82.8%	115	88.5%	30	90.9%
Meeting families of children with disabilities	88	67.9%	89	67.9%	23	76.7%
Meeting families of children without disabilities	66	52.0%	75	58.6%	17	58.6%
Teachers and therapists providing services to the child	138	98.6%	135	99.3%	34	100%
Having someone at school to talk with about needs	134	96.4%	133	97.8%	34	100%
Having services	131	99.2%	132	99.3%	32	97.0%
Current feelings, compared with feelings when child started DOE preschool (Q17)						
More satisfied	116	83.5%	126	90.7%	27	81.8%
Feelings unchanged	19	13.7%	7	5.0%	4	12.1%
Less satisfied	4	2.9%	6	4.3%	2	6.1%

*Statistically different, $P < 0.05$.

APPENDIX B-5

Comparison: Oahu and Neighbor Island Children in DOE Preschool

EI

	Oahu Children		Neighbor Island Children		
	#	%	#	%	
Child's needs before age 3 years (Q4)	N=265		N=72		
Developmental delays	107	41.3%	37	52.9%	
Speech-language problems	116	44.8%	26	37.1%	
Autism	30	11.6%	5	7.1%	
Health or medical problems	6	2.3%	2	2.9%	
Help that children/families in EI had (Q5) # had help = sum of "liked" and "didn't like" help	N=265		N=72		
Services provided in home of family, baby-sitter, or care-provider	202	79.2%	48	67.6%	*
Services provided at a center with other children with disabilities	97	39.4%	47	66.2%	*
Therapists working with child and family	243	93.5%	65	91.6%	
Having a care coordinator to talk with	243	94.6%	70	100%	
Learning about child's disability	231	92.4%	65	92.9%	
Finding out how the family can help child	250	97.3%	71	98.6%	
Getting information on services that the family needs	136	56.4%	39	55.7%	
Meeting families of children with disabilities	85	34.8%	39	56.5%	*
Meeting families of children without disabilities	57	23.7%	30	46.2%	*
Having services	241	94.9%	68	97.1%	
How families felt about their child at age 3 years staying longer in EI instead of starting DOE Preschool BEFORE starting DOE Preschool (Q7)	N=265		N=72		
Families wanted child at age 3 to continue EI services	85	32.1%	18	25.0%	
Families did not want child at age 3 to continue EI services	163	61.5%	50	69.4%	
AFTER starting DOE Preschool (Q8)					
Families wanted child at age 3 to continue EI services	46	17.4%	7	9.7%	
Families did not want child at age 3 to continue EI services	201	75.8%	61	84.7%	
EI Part C Transition Conference (Q9)	N=265		N=72		
Attended a Part C Transition Conference meeting and it helped the family think about services for child	217	86.1%	58	81.7%	
Attended a Part C Transition Conference meeting, but felt that it was not helpful	11	4.4%	2	2.8%	
Did not attend a Part C Transition Conference	24	9.5%	11	15.5%	

	Oahu Children		Neighbor Island Children		
	#	%	#	%	
Visited DOE Preschool before enrolling child (Q10)	N=363		N=96		
Family visited preschool	255	72.9%	71	74.7%	
Family knew they could visit a preschool class, but did not go	29	8.3%	7	7.4%	
Family did not know they could visit a preschool class	66	18.9%	17	17.9%	
Explanation of DOE evaluation reports (Q11)	N=363		N=96		
Explanation of evaluation report was helpful	336	95.2%	91	97.9%	
Explanation of evaluation report was not helpful	13	3.7%	2	2.1%	
No one explained the evaluation reports to the family	4	1.1%	0	0%	
IEP (Individualized Education Program) meeting (Q12)	N=363		N=96		
Attended the meeting and people listened to the family's ideas	313	90.2%	81	88.0%	
Attended the meeting, but people did not listen to the family's ideas	18	5.2%	2	2.2%	
Did not attend the IEP meeting	16	4.6%	9	9.8%	
Welcomed by DOE staff (Q13)	N=363		N=96		
Family felt welcomed by DOE staff	341	97.2%	92	100%	

APPENDIX B-5
Comparison – Oahu and Neighbor Island Children

	Oahu Children		Neighbor Island Children	
	#	%	#	%
<i>(continued)</i>				
Where child is getting DOE Preschool services (Q15)	N=363		N=96	
DOE classroom for children with disabilities	284	81.6%	76	82.6%
Head Start or community preschool class	64	18.4%	16	17.4%
Help that families have from DOE Preschool (Q16) # have help = sum of “like” and “don’t like” help	N=363		N=96	
Being at a public school	336	98.3%	91	98.9%
Being in a classroom with children with disabilities	311	96.0%	90	98.9%
Being at a Head Start or community preschool	147	47.4%	39	45.4%
Being around other children without disabilities	278	87.4%	82	90.1%
Meeting families of children with disabilities	225	71.4%	44	75.3%
Meeting families of children without disabilities	185	59.7%	55	64.7%
Teachers and therapists providing services to the child	343	99.1%	92	98.9%
Having someone at school to talk with about needs	331	96.8%	91	97.9%
Having services	322	98.5%	88	98.9%
Current feelings, compared with feelings when child started DOE preschool (Q17)	N=363		N=96	
More satisfied	303	96.8%	83	96.5%
Feelings unchanged	36	10.3%	7	7.5%
Less satisfied	10	2.9%	3	3.2%

*Statistically different, $P < 0.05$.

Family Transition Survey

We would like to know about the services your child and family had before and after your child's third birthday. The answers you give may improve the services provided to children like yours and their families. When you are finished, place the survey in the envelope provided. You do not need a postage stamp. PLEASE MAIL BY November 1, 2007.

1. **In what year was your child born?** _____

2. **Did your child receive services from any early intervention program?**

___ **no** → If you answered "no," go on to question 10 below.

___ **yes** → Please check the Early Intervention programs that served your child.

Early Intervention Section _____

Kailua Easter Seals _____

Sultan Easter Seals _____

KMC Early Intervention Services Program _____

Lanakila Early Childhood Services Program (ECSP) _____

Windward ECSP _____

Salvation Army Therapeutic Nursery _____

Waianae Parent Child Development Center _____

Other Early Intervention Program _____ → program name _____

Healthy Start _____

Kapolei Easter Seals _____

Waipahu Easter Seals _____

KMC Central _____

Leeward ECSP _____

Wahiawa ECSP _____

Public Health Nursing (PHN) _____

United Cerebral Palsy _____

3. **Write the age when your child first received service from an early intervention program?**

Years _____ Months _____

4. **Which of the following best describes your child's needs before he or she was three years old?**

Check one

Speech-language problems _____

Health or medical problems _____

Developmental delays _____

Autism _____

Other _____ (describe) _____

5. **Below is a list of some ways Early Intervention programs may help children and families.**

Check how you felt about getting each kind of help:

	<u>liked</u>	<u>didn't like</u>	<u>didn't have</u>
Services provided in our home or in the home of a baby-sitter or care-provider.....	_____	_____	_____
Services provided at a center with other children with disabilities	_____	_____	_____
Therapists worked with my child and family.....	_____	_____	_____
Having a care coordinator to talk with	_____	_____	_____
Learning about my child's disability	_____	_____	_____
Finding out how I can help my child	_____	_____	_____
Information on services my family needs (such as food stamps, Quest, etc.)	_____	_____	_____
Meeting families of children with disabilities	_____	_____	_____
Meeting families of children without disabilities ..	_____	_____	_____
Amount of services my child received	_____	_____	_____

6. **How did you feel when you learned your child could not have early intervention services after your child's third birthday?**

7. **When your child turned three years old, did you want your child to stay in early intervention longer instead of starting DOE preschool?** Yes ___ No ___

Why? _____

8. **Now, after your experiences, would you have wanted your child to stay in early intervention longer instead of starting preschool?**

Yes ___ No ___

Why? _____

9. **Please tell us about the Part C Transition Conference** (*A transition conference is a meeting with your Care Coordinator and someone from the DOE and/or people from other preschools*)
(Check \surd one answer)

- I did not go to a Part C Transition Conference meeting ___
I went to a Part C Transition Conference meeting and
it helped me think about services for my child..... ___
I went to a Part C Transition Conference meeting and it was not helpful ___

10. **Before you enrolled your child in a DOE special education preschool, did you visit the preschool?**

- Yes, I went to visit. ___
I did not know I could visit a preschool class ___
I knew I could visit a preschool class, but I did not go. ___

11. **Were the DOE evaluation reports explained in a way that helped you?**

- No-one explained the evaluation reports to me ___
Yes, the explanation was helpful. ___
No, the explanation was not helpful. ___

12. **Please tell us about the IEP (Individualized Education Program) meeting for your child.**

- I went to the meeting and people listened to my ideas ___
I went to the meeting but people did not listen to my ideas ___
I did not go to the IEP meeting. ___

Comment? _____

13. Did you feel welcomed by DOE staff? ____ Yes ____ No

Comment? _____

14. How long has your child been in a DOE preschool? Years ____ months ____

15. Where is your child getting DOE Preschool services now?

Please check √ the one place where your child is getting most of his or her services.

A DOE classroom for children with disabilities ____

A Head Start or community preschool class ____

Other (where?) _____

16. Below is a list of some ways DOE Preschool may help children and families.

Check √ how you feel about each kind of help

	<u>like</u>	<u>don't like</u>	<u>do not have</u>
Being at a public school	_____	_____	_____
Being in a classroom with children with disabilities	_____	_____	_____
Being at a Head Start or community preschool ...	_____	_____	_____
Being around other children without disabilities	_____	_____	_____
Meeting families of children with disabilities	_____	_____	_____
Meeting families of children without disabilities	_____	_____	_____
Teachers and therapists providing services to the child	_____	_____	_____
Having someone at school to talk with about needs	_____	_____	_____
Amount of services my child receives	_____	_____	_____

Comments? _____

17. Compared with your feelings when your child started DOE preschool, how do you feel now?

I am more satisfied. _____

I am less satisfied. _____

My feelings are unchanged. _____

Comment? _____

18. Is there anything else you want to share?

Please return this survey in the attached envelope by Nov 1. Thank you.

If you would like to talk to us about your experiences, please call Jean Johnson at 956-2653.

Family Transition Survey

We would like to know about the services your child and family had before and after your child's third birthday. The answers you give may improve the services provided to children like yours and their families. When you are finished, place the survey in the envelope provided. You do not need a postage stamp. PLEASE MAIL BY November 1, 2007.

1. **In what year was your child born?** _____

2. **Did your child receive services from any early intervention program?**

___ **no** → *If you answered "no," go to question 10 on page 2.*

___ **yes** → *Please check ✓ the Early Intervention programs that served your child.*

Healthy Start _____

Hilo Easter Seals _____

North Hawaii Child Development Program _____

Public Health Nursing (PHN) _____

Other Early Intervention Program _____ → *program name* _____

3. **Write the age when your child first received service from an early intervention program?**

Years _____ Months _____

4. **Which of the following best describes your child's needs before he or she was three years old?**

Check ✓ one

Speech-language problems _____

Health or medical problems _____

Developmental delays _____

Autism _____

Other _____ (describe) _____

5. **Below is a list of some ways Early Intervention programs may help children and families.**

Check ✓ how you felt about getting each kind of help:

	<u>liked</u>	<u>didn't like</u>	<u>didn't have</u>
Services provided in our home or in the home of a baby-sitter or care-provider.....	_____	_____	_____
Services provided at a center with other children with disabilities	_____	_____	_____
Therapists worked with my child and family.....	_____	_____	_____
Having a care coordinator to talk with	_____	_____	_____
Learning about my child's disability	_____	_____	_____
Finding out how I can help my child	_____	_____	_____
Information on services my family needs (such as food stamps, Quest, etc.)	_____	_____	_____
Meeting families of children with disabilities	_____	_____	_____
Meeting families of children without disabilities ..	_____	_____	_____
Amount of services my child received	_____	_____	_____

PLEASE TURN OVER for more questions.

6. **How did you feel when you learned your child could not have early intervention services after your child's third birthday?**

7. **When your child turned three years old, did you want your child to stay in early intervention longer instead of starting DOE preschool?** Yes ___ No ___

Why? _____

8. **Now, after your experiences, would you have wanted your child to stay in early intervention longer instead of starting preschool?** Yes ___ No ___

Why? _____

9. **Please tell us about the Part C Transition Conference** (*A transition conference is a meeting with your Care Coordinator and someone from the DOE and/or people from other preschools*)
Check \surd one answer

- I did not go to a Part C Transition Conference meeting ___
- I went to a Part C Transition Conference meeting and it helped me think about services for my child..... ___
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10. **Before you enrolled your child in a DOE special education preschool, did you visit the preschool?**

- Yes, I went to visit. ___
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- No-one explained the evaluation reports to me ___
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12. **Please tell us about the IEP (Individualized Education Program) meeting for your child.**

- I went to the meeting and people listened to my ideas ___
- I went to the meeting but people did not listen to my ideas ___
- I did not go to the IEP meeting. ___

Comment? _____

*PLEASE GO TO NEXT PAGE
for more questions.*

13. Did you feel welcomed by DOE staff? ____ Yes ____ No

Comment? _____

14. How long has your child been in a DOE preschool? Years ____ months ____

15. Where is your child getting DOE Preschool services now?

Please check √ the one place where your child is getting most of his or her services.

A DOE classroom for children with disabilities ____

A Head Start or community preschool class ____

Other (where?) _____

16. Below is a list of some ways DOE Preschool may help children and families.

Check √ how you feel about each kind of help

	<u>like</u>	<u>don't like</u>	<u>do not have</u>
Being at a public school	_____	_____	_____
Being in a classroom with children with disabilities	_____	_____	_____
Being at a Head Start or community preschool ...	_____	_____	_____
Being around other children without disabilities	_____	_____	_____
Meeting families of children with disabilities	_____	_____	_____
Meeting families of children without disabilities	_____	_____	_____
Teachers and therapists providing services to the child	_____	_____	_____
Having someone at school to talk with about needs	_____	_____	_____
Amount of services my child receives	_____	_____	_____

Comments? _____

17. Compared with your feelings when your child started DOE preschool, how do you feel now?

I am more satisfied. _____

I am less satisfied. _____

My feelings are unchanged. _____

Comment? _____

18. Is there anything else you want to share?

Please return this survey in the attached envelope by November 1. Thank you.

If you would like to talk about your experiences, please call Jean Johnson at 956-2653.

Family Transition Survey

We would like to know about the services your child and family had before and after your child's third birthday. The answers you give may improve the services provided to children like yours and their families. When you are finished, place the survey in the envelope provided. You do not need a postage stamp. PLEASE MAIL BY November 1, 2007.

1. **In what year was your child born?** _____

2. **Did your child receive services from any early intervention program?**

___ **no** → *If you answered "no," go to question 10 on page 2.*

___ **yes** → *Please check ✓ the Early Intervention programs that served your child.*

Healthy Start _____

Imua Family Services _____

Ikaika _____

Public Health Nursing (PHN) _____

Other Early Intervention Program _____ → *program name* _____

3. **Write the age when your child first received service from an early intervention program?**

Years _____ Months _____

4. **Which of the following best describes your child's needs before he or she was three years old?**

Check ✓ one

Speech-language problems _____

Health or medical problems _____

Developmental delays _____

Autism _____

Other _____ (describe) _____

5. **Below is a list of some ways Early Intervention programs may help children and families.**

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6. **How did you feel when you learned your child could not have early intervention services after your child's third birthday?**

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