

Study of Disability Services Coordinators and Inclusion in Head Start

Attachment A:

***CROSSWALK MAPPING RESEARCH QUESTIONS TO CONSTRUCTS, MEASURES,
AND SECTION/ITEM NUMBERS***

Research Questions, Constructs, Measures, and Section/Item Number

Below we present information for each of the research questions addressed by The Study of Disability Services Coordinators and Inclusion in Head Start. We list the constructs measured by the survey items, the stem and number of the survey items (in the measures column). We also highlight any survey items that are intended to collect information that will provide contextual information about grantees and/or potentially serve as covariates in the analyses. *Note that all of the items are project-developed.*

Research Question 1: What are the characteristics of the DSC workforce, and related staff, within EHS and HS programs across the country?

Construct	Sub-Construct	Section and Item Number
Employment Characteristics	Age of children served by OHS-funded program(s)	DSCR 06
	Program setting(s) and # of each type	PROG 02
	DSC duties performed	DSCR 11 - 15
	Roles, other than DSC, they fulfill within the program	DSCR 01
	% Full-Time Equivalent (FTE)	DSCR 07, 08, 09
	Weekly travel time between program locations	DSCR 10
	Years of experience in EHS/HS	DSCB 02
	# years as EHS/HS DSC	DSCR 02, 03
	Experience working with children with disabilities and their families	DSCB 02, 03
Individual Characteristics	Educational attainment	DSCB 01
	Race/ethnicity	DSCB 05, 06
	SES	DSCB 07
Professional Characteristics	Job satisfaction	DSCB 08
	DSC training needs	PDV 01 - 04
	DSC resource needs	PROG 10 - 13 <i>Will be measured in Wave 3 interviews</i>

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Research Question 2: What are the practices and policies that EHS/HS DSCs use to identify, recruit, screen, assess, and provide services (including the implementation of IFSPs and IEPs) to children with disabilities and their families?

Constructs	Sub-Construct	Section and Item Number
Recruitment of children with disabilities practices and policies		DSCR 11 RSEA 01 - 04
Screening practices and policies		DSCR 11 EXTCLB 01, 02
Assessment practices and policies including ongoing assessment and environmental assessment, and how families are included in the process		RSEA 15 - 18 DSCR 11 FAMCLB 08
Referral practices and policies		RSEA 05 - 14 EXTCLB 01, 02
Disability service provision practices and policies (IFSPs, IEPs, 504 plans) including collaboration and coordination with families		DSCR 11, 12 RSEA 15 - 18 FAMCLB 08, 10 EXTCLB 01, 02 SVCS 01 - 07

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Research Question 3: How do EHS/HS programs engage in capacity building with families (including the provision of or referral to supportive services) to ensure that they understand their rights and the resources available, so that they can advocate for their children with potential or identified disabilities?

Construct	Sub-Construct	Section and Item Number
Culturally and linguistically responsive practices to build and maintain positive, strengths-based relationships with families of children with disabilities		FAMCLB 09, 11, 12 RSEA 09, 14
Community resources and referral services provided to families of children with disabilities.		DSCR 11, 12, 13 RSEA 03, 04, 05 – 08, 10 – 13 EXTCLB 11
Practices implemented to help families of children with disabilities understand and assert their rights.	Encourage family participation in all meetings and continued follow up with service providers	DSCR 12 FAMCLB 10 TRANS 05, 12
	Methods and frequency of communication with families of children with disabilities or suspected delays	FAMCLB 01 - 07
	Provide families with resources and support to help them understand the process, their rights, and possible outcomes for their child and their family.	FAMCLB 08, 09, 10 DSCR 12 RSEA 15 TRANS 05, 12
	Encourage families to advocate or take ownership for their child's rights and help parents understand the importance of their advocacy in their child's supports and future development.	FAMCLB 10
	Review parents' rights, including sharing a copy of Parental Rights (LEA) in their primary language.	DSCR 12

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Research Question 4a: When children are identified as eligible for IDEA services, what services can the EHS/HS program provide them?

Construct	Sub-Construct	Section and Item Number
Services available to support children with disabilities who are eligible for IDEA programs		SVCS 01 - 04
Direct teaching with embedded learning opportunities delivered to young children with disabilities by teachers (i.e., curriculum modification, embedded teaching, and intensive individualized teaching)		SVCS 01, 02, 03
Services provided by EHS/HS to young children with disabilities by a specialist (e.g., Speech-Language Pathologist, Occupational Therapy, Physical Therapy)	Providing coordination to support multiple service implementation	SVCS 01, 02, 03 DSCR 11, 13
Other services available in the community (link to community resources & referral services)		DSCR 12
Coordination of HS and IDEA services in the classroom		SVCS 01, 02, 03
Barriers to receiving services		SVCS 03, 04

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Research Question 4b: What disability services are provided by or otherwise arranged by EHS/HS to children with needs not found eligible for services under IDEA?

Construct	Sub-Construct	Section and Item Number
Services available to support children with disabilities who are not eligible for IDEA	504 plans (Section 504 of the Rehabilitation Act)	SVCS 05, 06
	Behavior support plans	SVCS 06
	Collaboration with the Mental Health Consultant (MHC) and Social Worker	SVCS 06
	Transportation to outside service providers	SVCS 07 DSCR 09
	Providing coordination to facilitate multiple service implementation	SVCS 06, 07 DSCR 08, 11
Barriers to providing support for children with disabilities who are not eligible for IDEA		SVCS 07

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Research Question 5a: How do EHS/HS programs engage and collaborate with internal team members (educator/assistant educators, Mental Health Consultant (MHC), Family Support Workers, Education Coordinators, Health Managers, Policy Council, and Health Services Advisory Committee (HSAC))?

Construct	Sub-Construct	Section and Item Number
Who are the internal team members?	Clarity of roles – who is filling all of the DSC roles (i.e., PD, collaborations, recruitment)	DSCR 11 - 15
Composition of internal “disability” team (e.g. Interdisciplinary Team):	Teachers	DSCR 11 - 15
	Coordinators/specialists/managers	DSCR 11 - 15
	Administrators	DSCR 11 - 15

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Research Question 5b: How do EHS/HS programs engage and collaborate with LEAs, IDEA Part B (preschool special education services) and Part C (early intervention services, birth to three)?

Construct	Sub-Construct	Section and Item Number
If MOUs or Interagency Agreements are in place with LEAs & Part C in catchment area, does it address	EHS and HS participation in public agency's Child Find plan	EXTCLB 01, 02
	Joint training of staff and families	EXTCLB 01, 02
	Procedures for referral for evaluations, IFSP/IEP meetings, placement decisions	EXTCLB 01, 02
	Transition planning as children move from Part C to Part B & from preschool to K	EXTCLB 01, 02
	Sharing resources	EXTCLB 01, 02
If MOU is in place, is it updated annually?		EXTCLB 03
How involved in/aware of MOU collaborations is the DSC?		EXTCLB 04 DSCR 13
	Participation in meetings	EXTCLB 08, 10
	Participation in trainings	EXTCLB 07, 09
Describe roles/responsibilities for representatives from your program and the local agencies during evaluation, eligibility determination, and IFSP/IEP meetings		DSCR 11 RSEA 05 – 14
Strategies the DSC uses to facilitate HS staff participation in LEA and Part C IDEA services	Meetings other than IFSP/IEP meetings	EXTCLB 07, 09
	Trainings	EXTCLB 07, 09
	Evaluation	DSCR 11 RSEA 05 - 14
	Eligibility determination	DSCR 11 RSEA 05 - 14
	IFSP/IEP meetings	DSCR 11

Research Question 5c: How do EHS/HS programs engage and collaborate with other relevant services within their communities, including mental health providers and community programs?

Construct	Sub-Construct	Measures	Section and Item
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			Number
Collaborating with community services	Advocating for inclusion of children with disabilities in community-based learning activities		DSCR 12, 13, 14
	Participating in consultation with community partners	Types of organizations identified as relevant including parent servicing organizations like addiction treatment and other early care providers	EXTCLB 11, 12
		Partner availability	SVCS 03, 04, 06, 07
		With whom do you partner?	EXTCLB 11
		What partners do you need but don't currently have?	EXTCLB 12
Participating in trainings with community partners (collaborative trainings, offering trainings to partners, taking training offered by partners)	Attend regular meetings with community members and HS programs		DSCR 11, 12
	Advocating for and informing alignment of program requirements across collaborating service providers	Facilitates collaboration among personnel across all community settings and programs	DSCR 11, 12, 13, 15 EXTCLB 07, 09 RSEA 16 DSCB 03
Community building activities	DSC participation in community boards that support children with disabilities and their families		EXTCLB 11, 12

Research Question 6a: What are the types and range of training supports EHS/HS DSCs and other staff receive and/or need?

Construct	Sub-Construct	Section and Item Number
Methods used by DSCs to identify training/TA needs related to disability and inclusion		DIR_PDV 04
Topics of training/TA DSCs provide to train staff on how to individualize practice and fully integrate children with disabilities into the classroom (e.g. licensing requirements, community engagement, family engagement, IFSP/IEP participation, relationship-based competencies, high-quality collaboration and teaming, transition, adapting curriculum, inclusion practices)		SPRT 03 - 07
Nature of training and supports that teachers/home visitors receive: (e.g. group face-to-face training, online training, practice-or observation-based coaching in the classroom, mentoring, individual support, workshop, ongoing series, iPD (learning management system))		SPRT 01 - 07
External supports that DSCs use (e.g., MyPeers, TA centers, ECLKC, ECTA, Networking)		PDV 05
DSC collaborates with service providers and families (e.g., share ideas during IFSP meetings, ongoing assessments)		PDV 01, 02, 03 DSCB 03
What training and supports do DSCs receive?		PDV 01, 05

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Research Question 6b: What supports do DSCs provide to EHS/HS staff (e.g., teachers, home visitors) to individualize practices for children with disabilities?

Construct	Sub-Construct	Section and Item Number
Supports DSCs provide to EHS/HS staff in person or from a distance	Classroom observation and feedback on instructional practices;	SPRT 01 - 04 RSEA 16
	Accessibility planning and implementation;	SPRT 04 RSEA 16
	Provide tools and processes to support family engagement in disability services (e.g. routines based interviewing, co-planning in the classroom).	DSCR 14 SPRT 02, 03, 04
	Support identification and implementation of evidence-based practices.	DSCR 14

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Research Question 6c: What strategies do DSCs provide to other EHS/HS staff to support the full inclusion of children with disabilities in the classroom?

Construct	Sub-Construct	Section and Item Number
Strategies DSCs use to support staff's delivery of IDEA services within classroom or other natural environments	Do children receive LEA services in the HS setting?	SVCS 01, 02 RSEA 16
	Where do children receive services (natural environment, pulled out, one-on-one)?	SVCS 01, 02 RSEA 16
Supports DSC provides to staff to improve their capacities to build classroom culture of inclusion	Collaboration with families	SPRT 02, 03, 04
	Materials and equipment, including assistive technology	DSCR 12,13, 14
	Hiring additional support staff and flexible staffing	PROG 12, 13
Strategies DSCs use to build support for inclusion among families, staff, children	Sharing information about the benefits of inclusion	DSCB 04 DSCR 13, 14 SPRT 04, 08

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Research Question 7a: How do EHS programs engage with HS programs and families to facilitate successful transitions to HS or PreK for children with disabilities?

Construct	Sub-Constructs	Section and Item Number
EHS -> HS or PREK: Early educators partnering with families of children with disabilities	Coordinate program visitation - family visits	TRANS 04
	Facilitate parent support groups	TRANS 05
	Support family participation in transition meetings including IEP meetings	TRANS 03, 05
	Provide transition workshops	TRANS 05
Support transition planning including eligibility assessment as children move from Part C to Part B		DSCR 15
EHS -> HS or PREK: Implementing program policies and practices to facilitate successful transitions for children with disabilities	Provide dedicated personnel	TRANS 04, 08
EHS -> HS or PREK: Working with early education partners	Continuity across programs	TRANS 04, 08
	Alignment of program policies	TRANS 04, 08
	Staff Visits	TRANS 04
	Sharing of Information including (with permission from parents) assessment and screening results	TRANS 04, 05

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Research Question 7b: How do HS programs engage with LEAs and families to facilitate successful transitions to kindergarten?

Construct	Sub-Construct	
HS->K Early educators partnering with families of children with disabilities	Coordinate program visitation – family visits	TRANS 11
	Facilitate parent support groups	TRANS 12
	Support family participation in transition meetings including IEP meetings	TRANS 10, 12
	Provide transition workshops	TRANS 12
HS->K Implementing program policies and practices to facilitate successful transitions for children with disabilities	Provide dedicated personnel	TRANS 11, 15
HS -> K Working with early education partners:	Continuity across programs	TRANS 11, 15
	Alignment of program policies	TRANS 11, 15
	Staff visits	TRANS 11
	Sharing of information, including (with permission from parents) assessment and screening results	TRANS 11, 12