

Family FOCAS:

Family Version of the Family Orientation of Community and Agency Services

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ID: _____

Date: ___ / ___ / ___

Directions: The purpose of this questionnaire is to find out how families are included in early intervention programs or communities. The questionnaire has 12 areas related to early intervention services. Each area can be scored from 1 to 9. In scoring each area, read all of your choices. On the scale above choices, circle the number that shows how services are **typically** provided to you. Then, on the scale below the choices, circle the number that shows how you would **like** services to be provided. Use the even numbers if your experience or wishes fall between the choices listed under the odd-numbered scores.

This scale was developed as part of the Evaluation of Family-Centered Coordinated Part H Services in North Carolina, a collaborative agreement with the U.S. Department of Education (Grant # H159A20007). This scale is adapted from and is designed to complement the FOCAS, a scale for professionals developed by Don Bailey as part of the Carolina Institute for Research on Infant Personnel Preparation (Grant # G0087C3064). Anyone interested in using the scale may copy and distribute it for evaluation purposes, as long as its source is recognized. The authors would welcome feedback regarding its usefulness and would appreciate a copy of any reports or data summaries based on an application of the instrument. Address all correspondence to Robin McWilliam, Frank Porter Graham Child Development Center, Campus Box # 8180, UNC-CH, Chapel Hill, NC 27599-8180.

A. PROGRAM PHILOSOPHY ABOUT WORKING WITH FAMILIES

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| What happens now? (Circle one number) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Program staff do things that help neither my child nor the whole family | | Program staff do things to help my child only | | Program staff do things to help me be a better teacher or therapist for my child. | | Program staff do things that help my child and the parents. | | Program staff do things to help the whole family. |
| What would you like to happen? (Circle one number) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

B. FAMILY-PROFESSIONAL COLLABORATION IN DEVELOPING A PROGRAM PHILOSOPHY

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|--|
| What happens now? (Circle one number) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | I am never asked about how the program should provide services. | | I am sometimes asked how satisfied I am with the program. | | I am regularly asked how satisfied I am with the program. | | I occasionally work with the staff to talk about and change the way the program operates. | | I am regularly asked to work with staff to talk about and change the way the program operates. |
| What would you like to happen? (Circle one number) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

C. PARENT PARTICIPATION IN DECISIONS ABOUT THE CHILD ASSESSMENT PROCESS

What happens now? (Circle one number) 1 2 3 4 5 6 7 8 9

| | | | | |
|--|---|--|---|---|
| Staff make all decisions about who will assess my child and what they will look at, and they don't tell me very much before the assessments are done | Staff take the time, before any assessments are done, to tell me what they are going to do and why. | Staff tell me how the assessment will be done, and I get to say whether I like the plan. | I work together with staff to decide how the assessment will be done. | If I wanted to, I could make all the arrangements for assessment of my child. |
|--|---|--|---|---|

What would you like to happen? (Circle one number) 1 2 3 4 5 6 7 8 9

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

D. PARENT PARTICIPATION IN CHILD ASSESSMENTS

What happens now? (Circle one number) 1 2 3 4 5 6 7 8 9

| | | | | |
|--|--|--|---|---|
| Staff assess my child mostly by testing or watching. | Staff ask me about what my child can do. | In assessing my child, the staff try to find out about what my child does at home, what I think, and what's important to me. | If I wanted to take part in the assessment of my child, the staff would give me the chance and help me. | If I wanted to do most of the assessment of my child, the staff would encourage me and help me. |
|--|--|--|---|---|

What would you like to happen? (Circle one number) 1 2 3 4 5 6 7 8 9

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

E. IDENTIFYING FAMILY CONCERNS, PRIORITIES, AND RESOURCES

| <i>What happens now? (Circle one number)</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| <i>What would you like to happen? (Circle one number)</i> | Staff don't ask about my concerns, what I need for myself or other family members, or what my family can do for itself. | Sometimes staff ask about my concerns or what I need. They ask mostly about child care or teaching my child with special needs. This is usually not a part of the regular assessment. | Staff ask about my concerns or what I need. They usually ask one parent and they ask mostly about things having to do with my child with special needs. | Staff ask me about concerns or needs and what I can do on my own. They might ask about family things that don't just have to do with my child with special needs. | Staff shows interest in finding out what my concerns and needs are and what I and my other family members (child's grandparents, aunts, uncles, cousins) can do for the family. Staff show interest in everything, which might be baby-sitting, money problems, other services I might need, or how we get along in the family. | | | | |

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

F. FAMILY PARTICIPATION IN DECISIONS ABOUT IDENTIFYING FAMILY CONCERNS AND NEEDS

What happens now? (Circle one number)

| | | | | | | | | |
|---|---|--|---|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Staff make all the decisions about who will ask me questions and what concerns and needs they will ask about, giving me little information or choice. | Before they find out about my concerns and needs, staff take the time to tell me what they are going to ask me to do and why. | Staff give me a plan for finding out about my concerns and needs and they ask me to tell them if the plan is OK. | Staff work together with me to come up with a plan for finding out my concerns and needs. | Staff give me lots of choices, including whether the assessment should include my needs and what my family can do on its own, how that information will be used, and whether services will be based on our concerns and needs. | | | | |

What would you like to happen? (Circle one number)

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

G. PARENT PARTICIPATION IN TEAM MEETINGS

What happens now? (Circle one number)

| | | | | | | | | |
|---|--|---|---|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| When I am in the Individualized Intervention Plan meeting I am expected to listen. Nobody tries to find out what I think. | I can say things if I go ahead and speak up. | Staff "give me my turn" to say things in team meetings. | Staff encourage and help me to say as much as they do in team meetings. | If I wanted to lead the team meeting, the staff would encourage and help me. | | | | |

What would you like to happen? (Circle one number)

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

H. PARENT ROLES IN DECISION-MAKING

| | | | | | | | | | |
|---------------------------------------|--|---|--|---|---|---|---|---|--|
| What happens now? (Circle one number) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Staff write the Individualized Intervention Plan as though it's finished and give it to me for my signature. | | Staff give me a plan for what to work on and what services I will get and they give me a chance to say what I think. | | Staff give me a chance to make suggestions about what to work on and what services I get, before they write the Individualized Intervention Plan. | | Staff treat me as an equal in making decisions about the Individualized Intervention Plan. The Individualized Intervention Plan is not written until after we discuss what should be on it. | | If I wanted to be in charge of deciding on what to work on and what services I get, the staff would help and encourage me. |

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| What would you like to happen? (Circle one number) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|---|---|---|---|---|---|---|---|---|

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

I. INDIVIDUALIZED INTERVENTION PLAN FORMAT

| | | | | | | | | | |
|---------------------------------------|---|---|--|---|--|---|--|---|--|
| What happens now? (Circle one number) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | I don't have an Individualized Intervention Plan or I don't know what an Individualized Intervention Plan is. | | The Individualized Intervention Plan is not very useful; I don't understand most of it; most things on it are unimportant. | | The Individualized Intervention Plan is a little bit useful; I understand some of it; some things are important. | | The Individualized Intervention Plan is useful to me; I understand most things on it; most things on it are important. | | The Individualized Intervention Plan is very useful to me; I understand everything on it; everything on it is important. |

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| What would you like to happen? (Circle one number) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|---|---|---|---|---|---|---|---|---|

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

J. FAMILY GOALS ON THE IEP/INDIVIDUALIZED INTERVENTION PLAN

What happens now? (Circle one number) 1 2 3 4 5 6 7 8 9

Staff show no interest in helping with family needs.

Staff show some interest in helping with family needs but they do not write them as goals.

Staff show interest in helping with family needs and write goals to work on certain family needs they are comfortable with.

Staff show interest and write goals for my child.

Staff write goals to help meet lots of needs for my whole family, when I want this help, including help with my other children and other family members.

What would you like to happen? (Circle one number) 1 2 3 4 5 6 7 8 9

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

K. FLOW OF SERVICES

What happens now? (Circle one number) 1 2 3 4 5 6 7 8 9

As far as I know, there are no other early intervention programs in my community.

When I need them, programs in my community do not work together at all in providing early intervention services.

Programs in my community work together but not very well.

Programs in my community generally work well together in providing early intervention services to meet my child's and family's needs.

When I need them, different early intervention services in the community work well together and are flexible in meeting my child's and family's needs.

What would you like to happen? (Circle one number) 1 2 3 4 5 6 7 8 9

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?

L. CASE MANAGEMENT

What happens now? (Circle one number)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|---|---|--|---|---|---|--|---|--|
| Nobody organizes my early intervention services; I don't know how to find out about, get, and check on services. | | | I have to organize my early intervention services myself, even though I would like help with this. | | Staff do some organizing of early intervention services, but not as much as I would like. | | Staff are helpful and active in making all the arrangements. | | Staff would help and encourage me if I wanted to make all the arrangements for finding out about, getting, and checking up on early intervention services. |

What would you like to happen? (Circle one number)

1 2 3 4 5 6 7 8 9

If there is a difference between what happens now and what you would like to happen, why do you think what you want is not happening?