

37 surveys sent; 11 surveys returned as of 3/6/08.

Parent Survey on IIIP (Individual Interagency Intervention Plan)

My child's age (circle one):

Preschool:

Elementary: 3

Middle school: 5

High school: 3

Length of time my child has had a IIIP:

6 years: 3

1 month; prior to that she had one but the school was not cooperative in the process and close the IIIP.

4 years

3 years: 3

About 5 years: 2

3+ years

Has your child ever had ONLY an IEP (Individual Educational Plan)?

Yes: 7 No: 4 Possibly 1

If yes, why did you change to a IIIP?

- To coordinate all services
- CCRI became involved
- I wanted more collaboration in services.
- To coordinate services better
- Unknown
- Other agencies became involved
- About 3 years ago
- We thought we could benefit from it
- Thought it would be more comprehensive

In the section below, please circle the number that best fits your response.

Strongly Agree				Strongly Disagree
5	4	3	2	1

1. I was asked to share my parent page at the beginning of the team meeting.

5 - 3 4 - 2 3 - 3 2 1 - 3

- Usually I bring it up
- Legal custody; nobody asked as the parent

2. I feel that the team listened to my ideas.

5 - 5 4 - 4 3 - 1 2 - 0 1 - 1

Please explain if you answered 2 or 1:

- The team except for the school district participants did
- Not there – bad time for meeting

3. The plan considered the needs of my child.

5 - 4 4 - 5 3 - 1 2 - 0 1

4. My child's goals from the family page were included in the process and planning.

5 - 3 4 - 4 3 - 2 2 - 0 1 - 1

- Having the agency there did prove once that we had a program for behaviors that was useful for the school. Having special services there kept a focus on reality vs. ideals.
 - Can't recall any
4. What elements of the IIP process (or document) do you think work well?
- Most of them
 - Coordination of goals and objectives
 - Goals
 - Shared goals/shared meetings
 - N/A
 - Initially all of it but yearly redos get mundane. Maybe adjust to every 3 years along with the reassessment piece.
 - Not sure
 - Looking beyond school goals.
5. What elements of the IIP process (or document) pose challenges to your child's team?
- Not sure
 - Not sure, haven't heard of any?!
 - Telling the outcomes of those goals (measuring progress)
 - Meetings are not long enough to cover everything or allow time for all involved.
 - No family input for the child, no surrogate parent assigned.
 - They don't want to hear the family part as it doesn't pertain to curriculum. The whole family/student consideration section.
 - Communicating
 - Items are written down but not always followed.
 - I may not be as involved in leading it as I should be.
6. Describe the atmosphere of collaboration among team members (parents, school personnel, social worker and other service providers).
- Very collaborative. All teams meeting together helps everyone know our child better.
 - Wonderful, meeting times seems to be too short
 - Some show up and are always there, some never show up and some (the school) is downright hostile and degrading.
 - As parents we are very involved and knowledgeable about the process so I think this increases the level of collaboration.
 - Cooperative
 - I would have to say there is none. Each area has their own section to do and evaluate and none of it seems to connect with anyone else. There is never enough time allotted so the facilitators change the subject no matter what. There doesn't seem to be any input from stream line teachers since coming to middle school.
 - They're all nice and great workers.
 - The atmosphere is very cooperative and open unless parent is requesting access to IIP program. Then people get defensive. It think IIP is a good idea but I have a community plan at school, one at the county, one at his behavior service provider and one with our family therapist. That's a lot of plans. How can one person try to keep this all straight and working?
 - I would say it is good.

We just stopped using the IIP because we never really had any other services/agencies to coordinate.