

1. My role on IIIP teams is (select one):		
Answer Options	Response Percent	Response Count
School staff	70.0%	56
Community service provider	22.5%	18
County social worker	7.5%	6
<i>answered question</i>		80
<i>skipped question</i>		0

2. If you work at a school, please indicate which district(s) you work in:		
Answer Options	Response Percent	Response Count
Barnesville	7.5%	4
Dilworth-Glyndon-Felton	5.7%	3
Hawley	15.1%	8
Moorhead	71.7%	38
Ulen-Hitterdal	9.4%	5
Other	0.0%	0
Other (please specify)		2
<i>answered question</i>		53
<i>skipped question</i>		27

Other (please specify)
CCRI
Lake Agassiz

3. Number of IIIP teams I currently participate in:			
Answer Options	Response Average	Response Total	Response Count
Enter number here:	1.813333	136	75
<i>answered question</i>			75
<i>skipped question</i>			5

4. If you don't participate on IIIP teams at this time, do you think some of your		
Answer Options	Response Percent	Response Count
Yes	48.0%	24
No	52.0%	26
<i>answered question</i>		50
<i>skipped question</i>		30

5. If so, how many?			
Answer Options	Response Average	Response Total	Response Count
Enter number here:	1.551724	45	29
<i>answered question</i>			29
<i>skipped question</i>			51

In questions 6 - 13, the scale means ...

5 = Strongly Agree 4 = Agree 3 = No Opinion 2 = Disagree, 1 = Strongly Disagree

6. Parents are asked to share their parent page at the beginning of the team		
Answer Options	Response Percent	Response Count
5	23.9%	16
4	34.3%	23
3	22.4%	15
2	13.4%	9

1	6.0%	4
<i>answered question</i>		67
<i>skipped question</i>		13

7. I feel that the team listens to my ideas.		
Answer Options	Response Percent	Response Count
5	22.7%	15
4	54.5%	36
3	19.7%	13
2	1.5%	1
1	1.5%	1
Please explain if you answered 2 or 1:		6
<i>answered question</i>		66
<i>skipped question</i>		14

8. The plan considers the needs of the child.		
Answer Options	Response Percent	Response Count
5	34.3%	23
4	53.7%	36
3	11.9%	8
2	0.0%	0
1	0.0%	0
<i>answered question</i>		67
<i>skipped question</i>		13

9. The child's goals from the family page are included in the process and planning.		
Answer Options	Response Percent	Response Count
5	22.4%	15
4	38.8%	26
3	28.4%	19
2	10.4%	7
1	0.0%	0
<i>answered question</i>		67
<i>skipped question</i>		13

10. The child's strengths are used in developing the plan.		
Answer Options	Response Percent	Response Count
5	28.4%	19
4	49.3%	33
3	17.9%	12
2	4.5%	3
1	0.0%	0
<i>answered question</i>		67
<i>skipped question</i>		13

11. The child's IIIP includes global goals.		
Answer Options	Response Percent	Response Count
5	15.4%	10
4	44.6%	29
3	32.3%	21
2	6.2%	4
1	1.5%	1
<i>answered question</i>		65
<i>skipped question</i>		15

12. I feel I am knowledgeable about IIIP.		
Answer Options	Response Percent	Response Count
5	10.4%	7
4	43.3%	29
3	32.8%	22
2	11.9%	8
1	1.5%	1
<i>answered question</i>		67
<i>skipped question</i>		13

13. I feel I have been adequately trained on using IIIP.		
Answer Options	Response Percent	Response Count
5	9.1%	6
4	42.4%	28
3	27.3%	18
2	16.7%	11
1	4.5%	3
give some suggestions for future training if you answered 2 or 1:		8
<i>answered question</i>		66
<i>skipped question</i>		14

Questions 14 - 19 have open-ended responses

14. Do you think the IIIP is effective in coordinating	
Answer Options	Response Count
	51
<i>answered question</i>	51
<i>skipped question</i>	29

15. Based on your experience, does using the IIIP	
Answer Options	Response Count
	51
<i>answered question</i>	51
<i>skipped question</i>	29

16. Please describe a success story or two that	
Answer Options	Response Count
	27
<i>answered question</i>	27
<i>skipped question</i>	53

17. What elements of the IIIP process (or document)	
Answer Options	Response Count
	43
<i>answered question</i>	43
<i>skipped question</i>	37

18. What elements of the IIIP process (or document)	
Answer Options	Response Count
	48
<i>answered question</i>	48
<i>skipped question</i>	32

19. Describe the atmosphere of collaboration among	
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Answer Options	Response Count
	49
<i>answered question</i>	49
<i>skipped question</i>	31

Comments from surveys returned by professionals - Spring 2008

Comments question 7

Please explain if you answered 2 or 1:

Parental input is put in the document before the meeting or we have another meeting after the IIIP to add the information.

I do not feel that there is enough time during the meeting for the discussion of the residential section of the IIIP, a separate meeting is usually scheduled for that.

The school team generally begins the meeting at our school. I feel teams in general have a lack of training on how to conduct IIIP meetings. I have gone to training but have never heard that the parents should share their parent page at the beginning.

The parents of the student are asked to share, but choose not to.

The team listens just as they would for an IEP meeting.

Parents are asked about how things are going in the home but I have never seen them come in with any kind of paperwork to share at the meeting.

Comments question 13

Please give some suggestions for future training if you answered 2 or 1:

I have been attending IIIP meetings for the last 6 years and have never heard any strengths just the deficits.

I am new to the process and I just have figured it out on my own. It is ok, though, I know some of how it is done but not sure if it is right.

Training on all forms of documentation procedures and duties prior to working with students.

Integration of goals/objectives across agencies and home.

I feel the IIIP is much more school based. On the IIIP's that I have been involved in, no one besides the school staff and maybe the parent is prepared to present at the meeting. The outside agencies bring nothing to the table. They have offered nothing and look to the school staff to suggest goals for them to work on. I have found this to be very frustrating and very one-sided.

Ongoing training. I have very little IIIP's but when I do have one that comes up I feel I have forgotten what to do

more training is needed in all areas on the IIIP.

How to get non school agencies to complete their work before the meeting. How to reconcile the fact the school has strict date/timelines to meet which others are not affected by? We have invited all the players in a child's education for years so I do not know the reason for the IIIP I feel it is cumbersome and do not see it as an improvement in the process.

14. Do you think the IIIP is effective in coordinating across environments to build on a child's

I'm not sure if things are coordinated any better with a IIIP but it does assist teams in sharing information about the child.

yes, it gives an opportunity for all services providers working with a child to discuss goals, strengths, needs, etc.

It does help with coordinating, but my experience has been that each agency still conducts their own meetings and paperwork outside of the IIP meeting.

Yes. It allows the child's team in all areas get together to discuss what they are working on with the child. It then gives the team one report that everyone can see to know what the child is working on across the board in all areas.

I think it can be - depends on the strength and commitment to the process by the family. My team is successful due to the parents involvement.

No-because no one seems to know who is responsible for entering in the information and we all have different documentation. I feel we focus more on the paper instead of the child.

Yes because they show goals for everyone to work on.

No opinion, I have not yet participated in one.

I feel it is good information for both home and school to work on a skill.

Yes as long as all team members make a commitment to following timelines and attending meetings

I think the IIIP helps to make sure all team members are included in the process (although not always). However, the meetings are usually rushed and there is not enough time for all team members to give input.
Yes, I believe it has potential to be effective. How the meeting is facilitated has a lot to do with the effectiveness of the IIIP. But I do think that the students' strengths are kept in mind.
Yes, I think it is good at coordinating, but not at implementing.
It could be better, lots of people to coordinate makes it difficult.
No. It is really only an education document. We are always the service coordinator and have the only goals and objectives on the document.
does not apply
Yes, it considers this.
Yes, however, too often it's not really integrated.
I think if the county case manager comes to an IEP meeting that this happens anyway.
yes
I have not found it to be so. The students I have worked with on IIIP's on would have done just as well with an IEP. It seems as though they have been written to meet the need of the parents and not the student.
Only in a few situations where outside agencies and the parents have chosen to become involved in the process.
No, outside agencies never come to meetings with their information updated so I have no idea what they are going to be working on.
Not enough knowledge about the IIIP to know how to answer the questions. Training was a few years ago and has not been updated.
no, not everyone on the team participates.
I believe that there is just as much collaboration across environments with a normal IEP as there is with a IIIP. It can also cause more friction between agencies because of the frustrations that can develop in trying to coordinate all of the parts in a timely manner, and meet state-mandated deadlines.
Not really. The outside agencies still do their own thing, the amount of coordination depends upon the parents and the lead agency person.
no comment
No. The agencies do not update their progress information.
I don't see a lot of difference between the IEP and IIIP. The staff at the school still do most of the talking and paperwork. Other agencies don't always have their info. on the form.
I don't understand the outside agency parts and who holds them accountable.
In theory it could be if used correctly/effectively. Currently that is not taking place. Outside agencies do not always complete their portions in a timely manner, therefore paperwork is not complete. Outside agencies do not always use the IIIP format and continue to use their forms, therefore not using only ONE document.
Yes, it gets us all on the same page.
It is if the agencies are coordinating. At times, the family wants a IIIP, and there are not coordinating agencies outside of the school that are utilizing the IIIP.
No. From what I have seen the school enters their information and goals into the plan, however, the family and community members do not have the information available or entered into the plan.
No it has not enhanced that aspect because we had always invited the outside agencies to come. It has put some of the paperwork together, but this is actually less convenient and makes no difference in the child's program. It also does not answer address the issue that schools have a time mandate that we must meet and if agencies do not have their information in
we still need to meet our deadline. It is just extra paper confusion.
Yes, it is comprehensive in including information from all environments in the document to build on the child's strengths.
No. With older children we seem to have less collaboration with other agencies.
Yes for some families.
Not necessarily. The residential agencies don't necessarily work on many of the school objectives, only a few of them.. NOT enough in my observation to warrant the extensive paperwork that is required with the IIIP
Yes, because everyone knows what the other is doing and we can be consistent.
I have not seen evidence of this
I write so few IEP's a year and have not participated in a IIIP that I don't have an opinion. It sound good in theory.

Yes
Yes, it brings team members together
Yes, it's more global for the team
Yes, the collaboration with other agencies is essential
No – a coordinated form does nothing to ensure coordinated programming
No, it seems to fall mostly on the school staff to complete, outside agencies don't often have their part completed.
Yes, BUT community agencies need to be an equal partner in plan development and having goals on the plan. They need to enter their agencies' info on the plan.
Community agencies do not have their info ready at the meeting

15. Based on your experience, does using the IIIP make a difference in the child's progress?
If the goals are coordinated and global than it appears to make a difference. If they aren't, everyone is approaching the situation in their own way which does not always mean progress.
yes
No more than IEP.
No
NOt sure
no-an IEP with all team members invited does a better job.
Yes because the more a child works on goals and becoming independent the faster they will learn.
No
same
From an educational standpoint, I do not see much of a difference as we focus on "our" goals and the outside agencies focus on theirs.
depends on the child's needs and family situations
I don't think the plan itself changes anything. What really matters is that all team members come together and can work together. Sometimes that doesn't happen even with a IIIP.
Not necessarily--it makes a difference with communication between agencies.
No
Yes.
No
does not apply
It behaves in behavioral interventions if needed, as well on how to educate the child the best way.
Yes
No.
no
I have not seen any differences from students who are working with IEP's.
No
As the school doesn't work on outside agencies goals I have to say for the school part yes, for outside agencies, I don't know.
Not enough knowledge about the IIIP to know how to answer the questions. Training was a few years ago and has not been updated.
no, progress can be shown with an IEP.
No.
No
no comment
No
No
Not at the school, our piece doesn't seem to be any different.
No -- agencies do not always use the IIIP format to write progress, therefore making it difficult to know if progress is occurring in other environments.
Yes, it coordinates all the services.
I don't have enough experience with a IIIP to adequately answer that question.
No more than an IEP.
NO

No, I feel that whether it is an IEP or IIIP we would see the same progress.
Yes. When I worked with older children and the IIIP was more of a common practice, it made big differences in the lives of the child and their family.
For some.
no
Behavior wise it does. We are more consistent.
I have not seen evidence of this...compared to regular IEPs
I write so few IEP's a year and have not participated in a IIIP that I don't have an opinion.
No but it encourages communication between agencies.
Yes
Yes
Yes
No
No
minimal

16. Please describe a success story or two that illustrates how the IIIP has made a difference!

Behavior plans across environment address the behaviors in a consistent manner and lends itself to progress.
The school and providers have been able to share what each has seen that works for the child and then can build off of that for goals to do in both settings.
I don't have any and have been working with them since they started.
I am not aware of any.
same
I am new to the process so I am sure about this.
communication with others is easier/more open
I have seen parents become more involved in the process by being able to get their thoughts and concerns in the plan.
I don't really have one.
I child went to get psychiatric help, and going to the II weekly has helps his behaviors immensely.
na
NONE
I only have one and in that situation the parents have been very involved in the process.
NA
Haven't seen it.
no comment
NA
Haven't witnessed this yet.
I have only been involved with one student regarding an IIIP and he is doing very well at the next level.
No it just makes more work in paperwork for everyone
I don't have one.
I've had several children. One stands out, a child with down's syndrome, cerebral palsy and other needs received services from CCRI and the schools. We were able to combine objectives and share ideas regularly. The school staff would go to the home and vice versa to make sure we were all consistent in our approaches. The social worker was very involved in helping the family access many services. What a great collaboration. I felt the child progressed much more rapidly than if each agency did their own thing.
I don't have one
I write so few IEP's a year and have not participated in a IIIP that I don't have an opinion.
Assists with communication between agencies and collaboration towards common goals.
Has helped the family become more aware of the school rules
Haven't worked on one long enough

17. What elements of the IIIP process (or document) do you think works well?

child description is an excellent way to share information.
Team process of everyone involved in developing a plan.

I think in theory it is good to have all agencies have a common document, but I still see agencies using other paperwork etc.
family concerns - students page - global goals
I don't think any part of the process or the document works well. I find it to be confusing and frustrating for everyone involved.
Goals
None
same
Once everyone is allowed access, it is beneficial for outside agencies as well as the school to be able to access the IIIP.
goals
Parents can become more involved in the process.
Knowing what the other agencies are doing with that child/parent/family.
It informs all parties involved and keeps everyone on the same page.
Everything.
Parents section (brings attention that this is very important)
Perhaps there is more team problem-solving, But that should be happening with any team meeting,
parent info
NONE
The parent page is very helpful IF the parents chose to utilize it and that has only been the case in one IIIP out of my 3.
I like the parent piece and having a space to include it on the IIIP
Not enough knowledge about the IIIP to know how to answer the questions. Training was a few years ago and has not been updated.
NA
Nothing that doesn't already work in the regular IEP process.
no comment
The entire team comes to the IIIP meeting.
The thought of everyone working together on the same piece of paper is a good idea, but typically doesn't work out that way.
Not any different than the regular IEP.
Having everything in the same document (if done). Including more information from the parents --
Global Goals
The parent page gives nice information to the school, more information than a typical IEP would encompass. Also, it is nice to know what the outside agencies are working on, and if we are reinforcing each others' work or not.
The goals and objectives.
It is comprehensive in including input from the family and other service providers.
Parents sharing their ideas and the transdisciplinary approach works well. Using the child's strength to work on their needs.
input from families
input from outside agencies
Including parents view of present levels in transition areas
Parent part is a great thing for them because they get to feel that they are a true part of the team.
I write so few IEP's a year and have not participated in a IIIP that I don't have an opinion.
Agencies sharing with other agencies and communicating about goals and progress towards goals.
Team discussion
The ability to talk to the team members
Gets all professionals together on the same page
The parent page
Working together
Having all involved agencies at the table

18. What elements of the IIIP process (or document) pose challenges to the team?
time for meetings. time for discussion on global goals.

who's responsibility it is to get the information from the parents for the IIIP
Scheduling with other agencies, not always knowing which agencies are involved with the family.
coordinating timelines
Not knowing who does what and still having to have more than 1 meeting.
same
We are asked to get our Annual IIIP/IEP meetings done within a 30-45 minute time slot. This is difficult with so many different people to share information that is pertinent to the student success. Also, it seems that each site is still working on their respective goals and objectives.
times/places for meetings-large groups to gather and sometimes difficult to arrange with all schedules
-I think parents need more education on what the IIIP process is (or should be). Sometimes they choose it without really knowing the difference.
-Time constraints pose a challenge. It can be difficult to coordinate before the meeting, so often goals are developed separately rather than jointly at the meeting. And the meeting time is usually not long enough to cover everything.
-The IIIP is seen as just a document to some team members which takes away the real purpose.
-It is difficult for county case managers to work in their timelines with the IIIP because they rarely if ever match up. Thus, the family does not save any time or reduce the number of meetings. Also, if there are changes in goals or services, we have no way to change that in the document.
Global goals.
Follow through--accountability.
Completion of paperwork in a timely manner.
Who is ultimately responsible for paperwork?
Implementation of global goals throughout the various team members.
Time, people.
Having all agencies be equal and responsible partners for the document.
Nothing on my side.
Global goals
Too often service providers don't interject their goals and do not have their information completed when we come to a meeting. This is getting better.
Having everyone get paperwork done on time.
The paperwork. There always seems to be a hitch with it.
service delivery
Involvement of outside agencies. They appear to be the people lacking the training and skills to effectively write and use the IIIP.
Getting the outside agencies and parents to put their information on the IIIP. Outside agencies still have their own annuals so the paperwork and number of meetings have not been reduced.
Having outside agencies get their information onto the plan. I don't like having an unfinished document to present parents.
Not enough knowledge about the IIIP to know how to answer the questions. Training was a few years ago and has not been updated.
too much paper work.
Trying to coordinate all of the various parties and their parts, doing all of the extra writing that seems to add no particular advantage for the student.
I spent 1 hr. and 15 minutes yesterday typing in dates, clearing out old info. etc. It takes about twice as long as a regular IEP.
Another challenge is when community staff are not prepared. I think it reflects poorly on the document when outdated info. remains on the doc. but I'm not comfortable removing info. that isn't mine.
I think some parents feel any info. they write down on the doc. is something the team must address which isn't always the case if it's not realistic.
no comment
The goals of the agencies do not follow our protocol and progress is not documented.
Getting everyone to participate and put their info. on the report.It

Outside agencies not having their part completed for meeting. Attempting to schedule a time when all parties are available to meet for 3 to 4 hours...
Getting paperwork completed in a timely manner. Outside agencies are not under same timeline constrictions that school staff are, therefore they do not always complete what should be done by the time that time MUST be out and signed by parents. There are no repercussions if they do not complete their paperwork, which makes it difficult for case managers because they are bugging people or send home incomplete documents, which then isn't really an IIIP -- is just a regular IEP.
Getting the information from the county.
More people doing paperwork - more confusing and getting people o do their part on time especially if other agencies involved is frustrating.
An extreme amount of paperwork which sometime I feel gets overlooked.
Getting agencies to use similar timelines and objectives. Communication between agencies.
Having to put the same information on the IIIP in more than one place.
school staff end up casemanaging the whole document as parents won't sign off on the school piece if the county piece or residential is not complete. This has happened several times as the outside agencies don't work with the school timelines very efficiently. The paperwork ends up causing difficulties between school and outside agenices.
Being able to coordinate all the people involved. Especially when the agency have changed case managers.
All team members to do tribute to the same degree
I write so few IEP's a year and have not participated in a IIIP that I don't have an opinion.
The document.
Parent attendance
The goals at home and at school
Getting the process started sometimes
Family page
Getting all the data entered in a timely manner
Coordinating goals
Access to the plan
Very time consuming – paperwork cumbersome

19. Describe the atmosphere of collaboration among team members (parents, school personnel,
cooperative
Generally is good and respectful.
Can sometimes be intimidating for school staff to work with other agencies, but for the most part the atmosphere has been friendly.
At times it works well, and other times it is each area looking out for their best interest instead of what is best for the child.
Good this year - sticky in the past - largely dependent on the teachers response to the strong advocacy of the parents.
We collaborate without having to share a document.
Good for the most part.
same
I do not see much difference, yet.
open
I think the school is still seen as the primary member of the team. However, some teachers are very good at collaborating with everyone. In those cases, though, the process can take a lot of time and work. For one IIIP I'm involved in, we had to meet 2-3 times for a couple of hours to get everything worked out. It would not be possible to do that for every child that I work with who is on a IIIP.
With a IIIP, I think the collaboration tends to be better--maybe simply because we are "forced" to be in the meetings together?
Providers outside of the school are not as in tune with providers in the school and vice versa.
Ok, except often we all don't or can't communicate.
I feel our schools and families work well together.
Always in the best interest of the child.
Depends so much on the individuals making up the team

Always good.
positive
I usually feel I have a good working relationship between myself and parents. This is across the board with all my students whether they are on an IEP or a IIIP. I have also had great working with many people working with outside agencies. I can't say the relationships have been any better with the IIIP teams.
Collaboration has always taken place for me in most annual reviews whether it is a IIIP or an IEP.
Everyone gets along very well.
Not enough knowledge about the IIIP to know how to answer the questions. Training was a few years ago and has not been updated.
NA
Tolerant, hassled, occasionally frustrated. To be honest, it seems like a duplication of all the paper work each agency already does. It even tends to build a bit of resentment toward the parent who requested it, but has little extra work to do for it. I honestly see no benefit in it at all.
no comment
Workable. The school seems to determine most of the needs.
Every meeting is different, it depends on the situation.
Thus far it has been amicable.
Would work if there was time, however not enough time to collaborate before meetings, therefore most members are completing their portions of IIIP on their own.
Very positive.
Again as stated in question one the school enters their data by the meeting date and it takes the other service providers weeks or even months later to enter their data.
I think we have worked together as effectively as prior to IIIP as now. I do not like the IIIP it is inefficient and right now requiring more work of the school staff. It actually causes bad vibes between agencies.
The majority of the time the collaboration is positive and it provides an opportunity to really discuss your child's needs in a comprehensive way. It encourages a lot of parent involvement.
There has been a huge staff turnover. In the past years, I felt like we had a great rapport with out social worker. Now I feel like it is more of a separate entity. We also have done less teaming with agencies such as ACCESS, CCRI, MCRI, Lakeland, etc. I think it has to do more with people being spread too thin than not wanting to team and work together.
I think the collaboration is good. I think at the school we may not give the outside agencies enough time to give all their input.
It depends on the family and agency people that are on the team. Some teams work better together than others.
Time is a definite an issue. Plus the coordination of all of it.
the agencies are not involved as I would like
I feel that I have a good relationship between most of the social workers, probation officers and Rule 79 case managers that I work with. I feel that we are able to work together for the best interest of the child given the constrains of the various programs.
Excellent
Great!
Very helpful and striving to help the kid.
Good
Civil
No different than IEP teams that function well – depends more on the individuals than the form/process
There is team discussion but the outside agencies don't share much.
I don't think all players feel like equals on plan development
Positive for most situations