

**Knowledge and Skills, Roles and Responsibilities  
of Services Coordinators in Nebraska**

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**Appendix A**  
**Survey Items Regarding Knowledge & Skills/ Roles & Responsibilities of Trained SCs**

Q1 This is an exciting time for the **profession of services coordination**! Recently, two early childhood organizations hammered out a joint position statement recognizing the complex roles and responsibilities of services coordinators (SCs), as well as identifying the specialized knowledge and skills SCs need to support the families and children served by Early Intervention programs (DEC/ITCA).

The purpose of the **Early Intervention Services Coordination in Nebraska Survey** is to collect information about your perspectives, your expertise, and the resources you, as a services coordinator, need in our state. Your participation in this short survey will provide invaluable insight! In addition to what we learn from you, perspectives will be collected from some of your colleagues-- SC supervisors and Early Intervention providers-- to give us a rich description of the profession of services coordination in Nebraska.

There are two parts to this survey: Part I – Services Coordination in Nebraska and Part II – Demographic and Program Information. This anonymous survey should take you **less than ten minutes to complete**. Please complete the survey in its entirety to ensure collection of complete and reliable data.

Your consent to include your survey responses in this research is voluntary. You have the right to withdraw your responses at any point during the study, for any reason, and without any prejudice. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail Miriam Kuhn, miriamkuhn@unomaha.edu. By clicking the button below, you acknowledge that your participation in the study is voluntary, you are at least 21 years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason. Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device. **Time to participate!**

Reference

Division for Early Childhood and IDEA Infant & Toddler Coordinators Association (2020). *Service coordination in Early Intervention joint position statement*. <https://www.ideainfanttoddler.org/pdf/DEC-ITCA-Service-Coordination-in-Early-Intervention-Joint-Position-Statement.pdf>

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Q2 I give my consent to have my responses included in this research study

- YES, I consent to have my responses included in this research study (1)
- NO, I do not consent to have my responses included in this research study (2)
-

Q3

Part I—Services Coordination in Nebraska

Instructions: Below you will see a set of statements commonly associated with practices in the field of services coordination in Early Intervention. Please select the response that best matches your agreement with the following statements. In this survey, the definition of facilitate is: to make something easier or more likely to happen.

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Q4 I am confident in my ability to explain services coordination to families.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (6)
- 

Q5 I have knowledge of infant and toddler development.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
-

Q6 I am confident in my ability to use active listening skills when communicating with family members and colleagues.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q7 I am confident in my ability to gather comprehensive information regarding family strengths, needs, available resources, and desired resources.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
-

Q8 I am confident in my ability to facilitate families' access to and participation in Early Intervention services.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q9 I am confident in my ability to facilitate families' access to their desired community and/or medical resources.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
-

Q10 I am confident in my ability to comprehensively explain family rights and procedural safeguards to families in understandable terms as they move through Early Intervention services.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q11 I am confident in my ability to facilitate the assessment and evaluation process for young children and their families.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
-

Q12 I am confident in my ability to facilitate the development of high quality IFSPs for the families/children on my caseload using team-based approaches.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q13 I am confident in my ability to coordinate and monitor timely delivery of Early Intervention services identified on the IFSP.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
-

Q14 I am confident in my ability to partner with families and other stakeholders to plan and implement individualized transitions throughout the Early Intervention process.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q15 I am confident in my ability to manage and meet the timelines that are critical in complying with Early Intervention policy.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
-



Q16 I am confident in my ability to gather information about and complete accurate documentation for the families on my caseload.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q17 I am confident in my ability to utilize strengths-based approaches in my work with families and colleagues.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
-

Q18 I am confident in my ability to effectively advocate for families.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q19 I am confident in my ability to demonstrate professionalism through flexibility, resiliency, dependability, and by engaging in ongoing professional development.

- Strongly Agree (6)
  - Agree (5)
  - Tend to Agree (4)
  - Tend to Disagree (3)
  - Disagree (2)
  - Strongly Disagree (1)
- 

Q32 Part II—Demographic and Program Information

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Q33 What is your age (in years)?

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Q34 What is your gender?

- Female
  - Male
  - Other: \_\_\_\_\_
- 

Q35 What do you consider your ethnicity?

- Hispanic
  - Non-Hispanic
- 

Q36 What is your race? (please select one)

- Black or African American
  - American Indian
  - Asian
  - Caucasian/White
  - Native Hawaiian/other Pacific Islander
  - Two or more races
  - Other: \_\_\_\_\_
-

Q37 What is your primary language? (select all that apply)

English

Spanish

Other (please list): \_\_\_\_\_

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Q38 What languages do you use when you talk to children and/or families in your program? (select all that apply)

English

Spanish

Other (please list):

---

Q45 How many years have you been employed in this position?

---

Q46 In total, how many years have you been employed in a field serving an early childhood population (children birth – 3rd grade)?

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Q47 What is the highest level of education you have completed? (please select only one)

- High school diploma or GED
- Some training beyond high school but not a degree
- Two year college degree. If so, what was your major?  
\_\_\_\_\_
- Four year college degree. If so, what was your major?  
\_\_\_\_\_
- Graduate degree. If so, what was your field of study?  
\_\_\_\_\_

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Q30 What SC training or professional development have you found to benefit you the most? (open-ended question)

\_\_\_\_\_

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Q31 What suggestions do you have for future training or professional development of SCs? (open-ended question)

\_\_\_\_\_

## Appendix B

### Trained Services Coordinators Focus Group Semi-structured Interview Questions

1. SCs are shown a PowerPoint slide with the following roles/responsibilities of SCs:
  - facilitating the Early Intervention service process for families and their infants/toddlers
  - connecting families with needed community resources
  - communicating and collaborating with team members
  - advocating for families
  - coordinating children's transition from EI programs
  - thoroughly documenting all activities

#### Questions:

- Which of these job responsibilities came easiest for you?
- Which of the job responsibilities has required the most time in which to develop competence?
- Are there other roles/responsibilities **not** on this list that you have?
- What would make your role as an EI services coordinator easier?

2. SCs are shown a PowerPoint slide with the following knowledge/skills of SCs:
  - infant and toddler development
  - family-centered practices
  - leadership and teaming
  - coordination of services
  - transition
  - professionalism

#### Questions:

- Which of these areas would you identify as your strongest areas of knowledge and skill?
- For which of these areas would you most like further training?
- Are there other areas, not found on this list, in which you think you would benefit from further training?

3. Questions about SCs' implementation of the *Getting Ready* framework during home visits:
  - What has been the biggest impact of using the *Getting Ready* framework during home visits with families on your caseload?
  - What has been the biggest challenge?
  - How do you approach developing relationships with families?
  - What would make the process of developing relationships with families better?
  - What strategies or techniques do you use to build partnerships with families?
  - What would make the process of building family partnerships better for you?
  - What impact does the current home visit plan document have on the support you provide families?

- How do most families communicate with you between visits? How well does this work for you?
  - What would make communication with families between visits better?
4. General questions about home visit practices:
- What percentage of your home visits would you estimate are co-visits with an EI provider?
  - How do you and your team decide if you do a home visit with a family on your caseload by yourself or as a co-visit?
  - What do you most like about doing home visits?
  - What do you find most challenging about doing home visits?
5. Wrap up question:
- Is there anything else you would like to share or talk about today?

## Appendix C

### Demographic Information for Survey and Focus Group Participants

Characteristics	Survey Participants				Focus Group Participants		
	Not-yet-trained Service Coordinators <i>n</i> = 34	Trained Service Coordinators <i>n</i> = 50	Service Coordinator Supervisors <i>n</i> = 15	Trained Early Intervention Providers <i>n</i> = 81	Trained Service Coordinators <i>n</i> = 21	Service Coordinator Supervisors <i>n</i> = 11	Trained Early Intervention Providers <i>n</i> = 9
Age (in years)	<i>M</i> = 36.30	<i>M</i> = 43.26	<i>M</i> = 50.14	<i>M</i> = 42.92	<i>M</i> = 47.52	<i>M</i> = 47.33	<i>M</i> = 43.11
	<i>SD</i> = 9.53	<i>SD</i> = 9.39	<i>SD</i> = 7.49	<i>SD</i> = 9.88	<i>SD</i> = 8.79	<i>SD</i> = 6.02	<i>SD</i> = 9.18
<b>Gender</b>							
Female	100.0%	98.0%	93.0%	99.0%	100.00%	100.00%	100.00%
Male	0.0%	2.0%	7.0%	1.0%	---	---	---
<b>Ethnicity</b>							
Hispanic	11.7%	8.2%	---	2.5	4.8%	---	---
Non-Hispanic	88.2%	91.8%	100.0%	97.5%	95.2%	100.00%	100.00%
<b>Race</b>							
Black or African American	0.0%	2.0%	---	---	---	---	---
Caucasian or White	94.1%	90.0%	100.0%	98.7%	100.00%	100.00%	100.00%



Two or more races	5.9%	2.0%	---	1.3%	---	---	---
Other	0.0%	4.0%	---	---	---	---	---
Highest Level of Education							
High school diploma or GED	0.0%	2.0%	---	---	4.8%	---	---
Some training beyond high school but not a degree	0.0%	10.0%	---	---	14.3%	---	---
Two-year college degree.	20.6%	12.0%	7.0%	---	9.5%	9.1%	---
Four-year college degree	61.8%	62.0%	26.0%	10.0%	52.4%	27.3%	---
Graduate degree.	17.7%	14.0%	67.0%	88.8%	19.0%	63.6%	100.00%
Years Employed in Position							
1-5 years	78.1%	46.0%	33.0%	36.0%	38.0%	27.0%	11.0%
6-10 years	9.4%	22.0%	20.0%	25.0%	19.0%	37.0%	22.0%
11-15 years	6.3%	16.0%	13.0%	10.0%	14.0%	---	11.0%
16-20 years	0.0%	6.0%	27.0%	15.0%	5.0%	18.0%	34.0%
21-25 years	6.3%	8.0%	7.0%	7.0%	19.0%	18.0%	22.0%
26-30 years	0.0%	2.0%	---	5.0%	5.0%	---	---

**Appendix D**  
**Descriptive Statistics (Median, Quartile Rankings) for SC Knowledge/Skill Areas for the Four Participant Groups**

SC Knowledge/Skills	Untrained SCs (n = 34)			Trained SCs (n = 50)			SC Supervisors (n = 15)			EI Providers (n = 81)		
	Percentiles			Percentiles			Percentiles			Percentiles		
	25 <sup>th</sup>	50 <sup>th</sup> (Median)	75 <sup>th</sup>	25 <sup>th</sup>	50 <sup>th</sup> (Median)	75 <sup>th</sup>	25 <sup>th</sup>	50 <sup>th</sup> (Median)	75 <sup>th</sup>	25 <sup>th</sup>	50 <sup>th</sup> (Median)	75 <sup>th</sup>
Infant/toddler development	5.00	5.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00	4.00	5.00	6.00
Active listening skills	5.00	6.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00	5.00	5.00	6.00
Gather comprehensive information from families	5.00	5.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00
Facilitate family access to EI services	5.00	5.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00	5.00	5.00	6.00
Facilitate family access to desired community & medical resources	4.00	5.00	6.00	5.00	5.00	6.00	5.00	6.00	6.00	5.00	5.00	6.00

Explain family rights & procedural safeguards	4.75	5.00	5.00	5.00	5.00	5.25	5.00	5.00	6.00	5.00	5.00	6.00
Facilitate assessment & evaluation process for children & families	5.00	5.00	6.00	5.00	6.00	6.00	5.00	5.00	6.00	4.25	5.00	6.00
Facilitate development of IFSP	5.00	5.00	6.00	5.00	5.00	6.00	5.00	5.00	6.00	5.00	5.00	6.00
Coordinate and monitor EI services identified on IFSP	5.00	5.00	6.00	5.00	5.50	6.00	5.00	5.00	6.00	5.00	5.00	6.00
Partner to plan individualized transitions	5.00	5.00	6.00	5.00	5.00	6.00	5.00	5.00	6.00	5.00	5.00	6.00
Manage and meet critical timelines to comply with EI policy	5.00	5.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00	5.00	5.00	6.00
Accurately document information gathered about families	5.00	5.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00	Item not surveyed		

Utilize strengths-based approaches	5.00	5.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00	4.50	5.00	6.00
Effectively advocate for families	5.00	5.50	6.00	5.00	6.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00
Demonstrate professionalism	5.00	5.00	6.00	5.00	6.00	6.00	5.00	6.00	6.00	5.00	5.00	6.00

**Appendix E**  
**Comparisons of Rankings of SC Knowledge/Skill Indicators for Trained and Not-yet-trained SCs**

SC Knowledge/Skills	Trained SC ( <i>N</i> = 50) Mean Rank	Not-yet-trained SC ( <i>N</i> = 34) Mean Rank	Mann- Whitney <i>U</i>	<i>z</i>	<i>p</i>	<i>r</i>
Infant/toddler development	45.49	38.10	700.500	1.517	.129	---
Active listening skills	43.55	40.96	797.500	0.590	.555	---
Gathering comprehensive information	47.84	34.65	583.000	2.729	.006**	.30
Facilitate family access to EI services	44.57	38.29	707.000	1.353	.176	---
Facilitate family access to desired community & medical resources	47.52	35.12	599.000	2.474	.013*	.27
Explain family rights & procedural safeguards	43.09	41.63	820.500	0.297	.766	---

Facilitate assessment & evaluation process	42.95	40.56	777.500	0.502	.616	---
Facilitate development of IFSP	45.78	37.68	686.000	1.658	.097	---
Coordinate and monitor EI services identified on IFSP	46.05	37.28	672.500	1.810	.070	---
Partner to plan individualized transitions	45.02	38.79	724.000	1.256	.209	---
Manage and meet critical timelines to comply with EI policy	43.20	41.47	815.000	0.355	.723	---
Accurately document information gathered about families	44.78	39.15	736.000	1.165	.244	---
Utilize strengths-based approaches	46.38	36.79	656.000	1.987	.047*	.22
Effectively advocate for families	45.06	38.74	722.000	1.360	.174	---

Demonstrate professionalism	45.80	36.53	647.000	2.032	.042*	.22
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\* $p < .05$ . \*\* $p < .01$ .

## Appendix F

### Comparisons of Rankings of SC Knowledge/Skill Indicators for Trained SCs, SC Supervisors, and Trained EI Providers

SC Knowledge/Skills	Group Statistical Difference	Pairwise Comparisons With Adjusted <i>p</i> -values		
		Trained SC vs Supervisor	Supervisor vs Trained EI	Trained SC vs Trained EI
Infant/toddler development	$H(2) = 13.066$ $p = .001^{**}$	$H(1) = 0.000$ $p = 1.000$	$H(1) = 4.589$ $p = .032^*$	$H(1) = 11.067$ $p < .001^{**}$
Active listening skills	$H(2) = 9.442$ $p = .009^{**}$	$H(1) = 1.755$ $p = .185$	$H(1) = 0.553$ $p = .457$	$H(1) = 9.332$ $p = .002^{**}$
Gathering comprehensive information	$H(2) = 3.965$ $p = .138$	---	---	---
Facilitate family access to EI services	$H(2) = 4.115$ $p = .128$	---	---	---
Facilitate family access to desired community & medical resources	$H(2) = .883$ $p = .643$	---	---	---
Explain family rights & procedural safeguards	$H(2) = 2.466$	---	---	---



	$p = .291$			
Facilitate assessment & evaluation process	$H(2) = 6.287$	$H(1) = 0.699$	$H(1) = 0.800$	$H(1) = 6.051$
	$p = .043^*$	$p = .403$	$p = .371$	$p = .014^*$
Facilitate development of IFSP	$H(2) = 6.324$	$H(1) = 1.543$	$H(1) = 0.189$	$H(1) = 6.160$
	$p = .042^*$	$p = .214$	$p = .664$	$p = .013^*$
Coordinate and monitor EI services identified on IFSP	$H(2) = 3.830$	---	---	---
	$p = .147$			
Partner to plan individualized transitions	$H(2) = 4.059$	---	---	---
	$p = .131$			
Manage and meet critical timelines to comply with EI policy	$H(2) = 4.804$	---	---	---
	$p = .091$			
Utilize strengths-based approaches	$H(2) = 9.562$	$H(1) = 0.349$	$H(1) = 1.373$	$H(1) = 9.466$
	$p = .008^{**}$	$p = .555$	$p = .241$	$p = .002^{**}$
Effectively advocate for families	$H(2) = 4.353$	---	---	---
	$p = .113$			
Demonstrate professionalism	$H(2) = 8.987$	$H(1) = 0.039$	$H(1) = 2.588$	$H(1) = 7.848$

$$p = .011^*$$

$$p = .844$$

$$p = .108$$

$$p = .005^{**}$$

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\* $p < .05$ . \*\* $p < .01$ .