



**NATIONAL EARLY INTERVENTION LONGITUDINAL STUDY**  
**FAMILY OUTCOMES AT THE END OF EARLY**  
**INTERVENTION**

**October 2004**

**NEELS Data Report No. 6**

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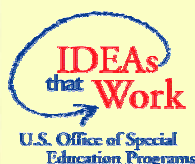
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The National Early Intervention Longitudinal Study (NEILS) is being conducted by SRI International under cooperative agreement (number H329E010001) to SRI International from the Office of Special Education Programs, U.S. Department of Education. NEILS is a collaborative effort of SRI International, the Frank Porter Graham Child Development Institute at the University of North Carolina Chapel Hill, Research Triangle Institute, and the American Institutes for Research.

NEILS is part of a program of longitudinal studies funded by the U.S. Department of Education and being conducted by SRI International. Other studies in the program include the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2). For more information about these studies, see <http://www.seels.net/> or <http://www.nlts2.org/>. The NEILS Web site is <http://www.sri.com/neils/>.

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## ACKNOWLEDGMENTS

A study as large as NEELS is the work of many people in addition to the authors whose names appear on the cover. We gratefully acknowledge the many dedicated project staff of the collaborating institutions who made this study possible. Staff contributing to this report include Charlene Del Muro of SRI International and Lauren Nelson of the Frank Porter Graham (FPG) Child Development Institute. We would like to single out the substantial contributions of Marnie Singer of SRI, who constructed the database and performed some of the analyses. Luis Santos of SRI was responsible for production of the final product, and we appreciate his skill in manipulating the text, tables, and graphs. Research Triangle Institute (RTI) has trained and supervised a talented cadre of interviewers who contacted the families for the interviews.

We also acknowledge and thank the families of children with special needs who have so graciously agreed to be part of this study and have given their time to be interviewed by us. In addition, we thank the service providers and directors of early intervention programs around the country who recruited the families for the study and have found time in their busy schedules to complete NEELS data forms. The study families and the service providers who work with them are the backbone of NEELS. This study would not be possible without their cooperation and support. We thank them on behalf of the next generation of infants and toddlers with special needs who will benefit from their contributions.

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## INTRODUCTION

Most research evaluating the efficacy of early intervention has focused on outcomes for children (Guralnick, 1997, 1998; Ramey & Ramey, 1998). Child outcomes are an appropriate focus, since concerns about the child's development, behavior, and adaptation constitute the essential rationale for early intervention and the focus of most services. However, a combination of legislative initiatives, family advocacy efforts, theory, and research has led to wide acceptance of the assumption that early intervention exists not just to support children with disabilities, but also to support their families (Bailey, Aytch, Odom, Symons, & Wolery, 1999; Dunst, 2002; Krauss & Selzer, 1998; Minnes, 1998; Myers, 1996; Shapiro, Blacher, & Lopez, 1998; Turnbull et al., 1993).

Part C of the Individuals with Disabilities Education Act elevated the family component of early intervention to a new level. This legislation replaced the Individualized Education Program (IEP) for children ages 3-21 with the Individualized Family Service Plan (IFSP) for infants and toddlers with disabilities. To develop the IFSP, early intervention programs must incorporate a family-directed assessment of family resources, priorities, and concerns. Furthermore, if the family so desires, the plan must include procedures to address family needs as well as child needs. A service coordinator must be identified, with responsibility for implementing the plan and coordinating with other agencies and persons. Families must be informed of their rights, be a part of the IFSP team, and receive a review of the IFSP at least every 6 months.

Translating this legislation into state or federal outcomes assessment has been virtually ignored, in part because of the greater priority placed on child outcomes, but perhaps more importantly because of factors such as uncertainty as to whether programs ought to be accountable for family outcomes, a lack of national agreement on what the desired outcomes for families should be, and limitations in our ability to assess family outcomes in a meaningful and cost-effective way. When states or local programs do assess family outcomes, the focus almost always is limited to family satisfaction with services (Bailey, 2001).

National recognition of the importance of the outcomes for families of young children with disabilities has increased recently. In 2004, the Office of Special Education Programs (OSEP) required all states to report on activities related to enhancing family capacity to enhance outcomes for infants and toddlers in their Annual Performance Report on the implementation of Part C. OSEP also funded the Early Childhood Outcomes Center, which is charged with gathering input and building consensus for a set of family outcomes on which states would be expected to report in the future.

Several publications in recent years have attempted to address family outcomes from a conceptual perspective (Bailey et al., 1998; Early Childhood Research Institute on Measuring Growth and Development, 1998; Roberts, Innocenti, & Goetze, 1999; Turnbull, Turbiville, & Turnbull, 2000). Although each group has

framed family outcomes in slightly different ways, there is considerable overlap across the various models. Three agreed-upon domains are (1) family satisfaction with services, (2) the family's knowledge of child development and their ability to provide a developmentally supportive environment and advocate for their child's needs, and (3) the overall quality of the family's life in a number of different areas. These domains are also reflected in a recent report from the OSEP Early Childhood Outcomes and Indicators Focus Group, which recommended a wide array of family outcomes such as the family's capacity to enhance their child's development and provide learning opportunities for their child, having a positive vision of their child's future, being confident in carrying out parenting responsibilities, advocating for their child, and selecting efficacious interventions.

In 1998, researchers from SRI International and the University of North Carolina at Chapel Hill generated a framework for conceptualizing family outcomes in early intervention (Bailey et al., 1998). This framework specified two broad types of family outcomes (satisfaction with services, perceived outcome for families) and eight questions that should be asked in determining family outcomes:

- Does the family see early intervention as making a difference in their child's life?
- Does the family see early intervention as making a difference in their life?
- Does the family have a positive view of professionals and the special service system?
- Did early intervention enable the family to help their child grow, learn, and develop?
- Did early intervention enhance the family's perceived ability to work with professionals and advocate for services?
- Did early intervention assist the family in building a strong support system?
- Did early intervention help enhance an optimistic view of the future?
- Did early intervention enhance the family's perceived quality of life?

These questions were used as the conceptual basis for designing a set of family outcome questions included in the interviews conducted as a part of the National Early Intervention Longitudinal Study (NEILS), a study of a nationally representative sample of families and children with disabilities participating in the nation's early intervention program under Part C of the Individuals with Disabilities Education Act. Families' experiences as they began early intervention have been summarized in a report and a paper (Bailey, Scarborough & Hebbeler, 2003; Bailey, Hebbeler, Scarborough, Spiker, & Mallik, 2004).<sup>1</sup> These analyses indicated that the beginning of early intervention services generally is well regarded and that most families were very positive about their entry into early intervention.

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<sup>1</sup> All NEILS reports are available at <http://www.sri.com/neils/>.



The current report summarizes family outcomes based on interviews conducted with a primary caregiver around the child's third birthday. All families had completed or were about to complete participation in early intervention. The report has two primary aims: (1) to describe the outcomes reported by families following their experience with early intervention programs, and (2) to identify a subset of families who were less satisfied with early intervention and describe factors associated with reduced satisfaction.

## **METHOD**

NEELS was designed to describe participants in Part C early intervention programs, the services received, the costs of those services, and the outcomes experienced by children and families, and to examine how the characteristics of children, families, and services relate to the outcomes attained. NEELS has followed a nationally representative group of children and their families from the time of entry into early intervention services through kindergarten. The information presented here is based on data collected when children who participated in Part C services were approximately 36 months of age, the time of transition to Part B services for eligible children.

### **Participants**

A three-stage stratified sampling procedure was used to identify the original sample for the study. Twenty states were selected on the basis of the number of children served in early intervention and the region of the country. These states represented considerable variation with regard to lead agency and whether or not they served children at risk. The second stage involved the selection of counties on the basis of the estimated number of children served in Part C programs. Within each state, 3 to 7 counties were selected, for a total of 93 counties. The third stage of the sampling involved selection of the children and families. Between September 1997 and November 1998, all families (N = 5,668) who enrolled in the early intervention programs in the sampled counties and who met the study eligibility criteria were invited to participate in the study. A detailed description of the sampling strategy and the weighting procedures needed to assure that the sample adequately represents the national population has been provided previously (Javitz, Spiker, Hebbeler, & Wagner, 2002).

Eligibility for the study required having an adult provide written consent for the child's and family's participation, that the child be less than 31 months of age at the time the Individualized Family Service Plan was developed, that the family have an English- or Spanish-speaking adult in the household who could answer questions about the child and family, and that the child be the only child in the family recruited for the study (siblings and other children of multiple-birth sets were excluded). A total of 3,338 families agreed to participate.

This report is based on 2,586 families who participated in the 36-month interview. Data from families participating in the 36-month interview were weighted to represent all families who had participated in early intervention in 1997 and 1998 and whose children turned 3 between 1997 and 2002. Children were between

30 and 46 months of age at the time of the interview, with 97% of them being between 36 months and 40 months of age. Most (62%) were eligible for early intervention because of a developmental delay, 22% because of a diagnosed condition, and 17% were considered to have been at risk of developmental delay. With regard to gender, 60% were male. Just over half (53%) were Caucasian, 21% African-American, 16% Hispanic, 4% Asian or Pacific Islander, and 6% mixed race or "other." Families of children in early intervention represented a range of maternal education levels and income levels. Additional information about the characteristics of children and families in early intervention can be found in Appendix Table A-1a; Hebbeler, Spiker, Mallik, Scarborough, and Simeonsson (2003); and Hebbeler et al. (2001).

A telephone interview was conducted with "the person able to answer questions about the child and the child's program," as indicated at the time of the initial contact with the family, or with an alternate respondent designated at that time. Most (81%) of the respondents were the child's biological mother. Other respondents included foster mothers (2%), grandmothers (4%), adoptive mothers (6%), and biological fathers (4%). (Since most [93%] of the respondents were either the child's natural or legal parent, the remainder of the report refers to respondents as parents.)

At the time of the 36-month interview, 53% of the children were reported to be receiving early intervention services. Of the children not receiving services, 60% were reported no longer eligible for services; 5% had moved and couldn't get services; 34% reported they either didn't want or need services anymore; 2% reported that family reasons, such as caregiver employment, prevented the receipt of services; 4% reported a reason related to the agency or program, and 1% reported various other reasons for not receiving services, such as that the cessation in service was temporary or that the child was receiving services from another source. From interview information and additional information available from service providers, it was determined that 61% of the children received early intervention services from enrollment until approximately 36 months of age, 22% exited prior to 36 months, 2% were deceased, and for 15% the duration of Part C services was unknown.

## **Instrument and Procedure**

An interview lasting approximately 40 minutes was conducted with the family member. A rigorously trained and quality-monitored survey research unit conducted the interviews using computer-assisted telephone interviewing (CATI), which allows interviewers to read questions and enter responses directly into a computer. CATI technology provided the interviewer with the next appropriate interview question based on the respondent's answers. Designed by the NEILS research team, the interview addressed characteristics of the child and family, a description of services received, and respondents' perceptions of the effects of early intervention on themselves and their children. Respondents were given the option to complete the interview in English or in Spanish. Of the 36-month interviews, 5.5% were conducted in Spanish. A complete copy of the interview and additional information about NEILS can be obtained at [www.sri.com/neils/](http://www.sri.com/neils/).

## **Analysis**

The results presented are population estimates statistically weighted to represent all children who participated in Part C early intervention services in the United States in 1997-98. All analyses were conducted using software for the statistical analysis of correlated data (SUDAAN) to account for the complex probability sampling used.

Study results are first presented in a descriptive fashion for each survey item regarding a perceived family outcome and are organized by the eight questions originally posed by Bailey et al. (1998) as the guiding framework for this study. Following a summary of descriptive statistics is an analysis of factors related to overall satisfaction/dissatisfaction with early intervention. Detailed data tables for the analyses can be found in Appendix A.

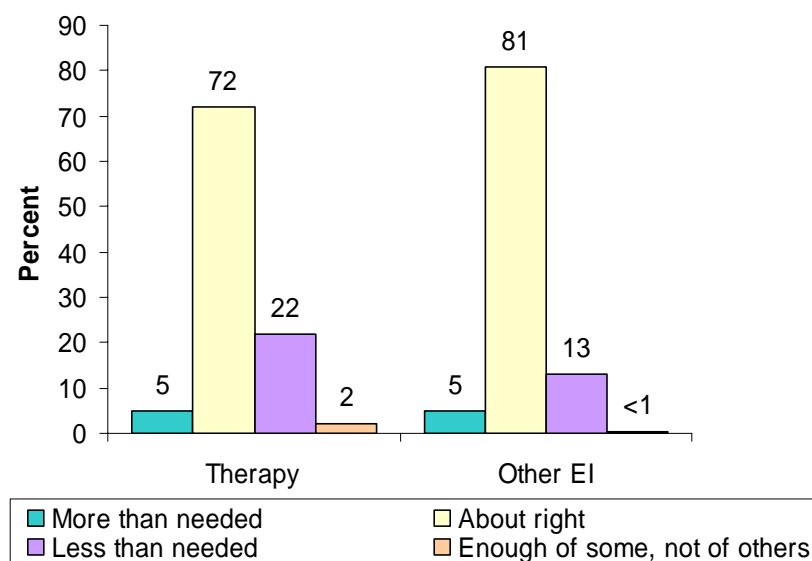
## FINDINGS

### 1. Does the family see early intervention as making a difference in their child's life?

This question assumes that one important outcome of early intervention (EI) is for parents to feel that the services for their child were appropriate, of high quality, and effective. Nine items addressed parent ratings of (1) amount of therapy (e.g., physical therapy, occupational therapy, speech-language therapy); (2) quality of therapy; (3) amount of early intervention services other than therapy; (4) quality of early intervention services other than therapy; (5) the extent to which services were perceived to be individualized for their child's needs; (6) the number of professionals working with the child; (7) the extent to which professionals communicated with each other; (8) perceived impact on the child's development; and (9) an evaluation of the child's current life situation. Descriptive statistics for these items and all other items addressed in this report overall and as a function of a set of child and family demographic variables are displayed in Appendix A and summarized in the paragraphs below.

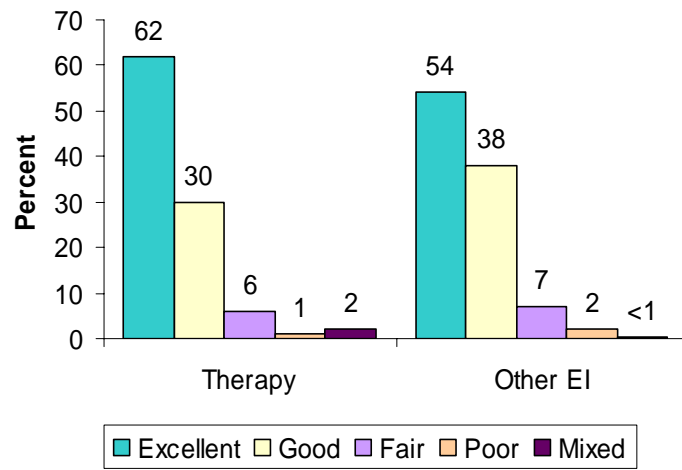
*Amount of therapy and early intervention services (Figure 1).* Most parents felt that the amount of therapy (72%) and the amount of early intervention services other than therapy (81%) were "about right." Some parents felt that the amount of services was less than what their child needed (22% therapy, 13% nontherapy), and a few felt that their child received more therapy (5%) or more early intervention services (5%) than were needed.

**Figure 1**  
**PARENTS' PERCEPTIONS OF AMOUNT OF SERVICES PROVIDED**



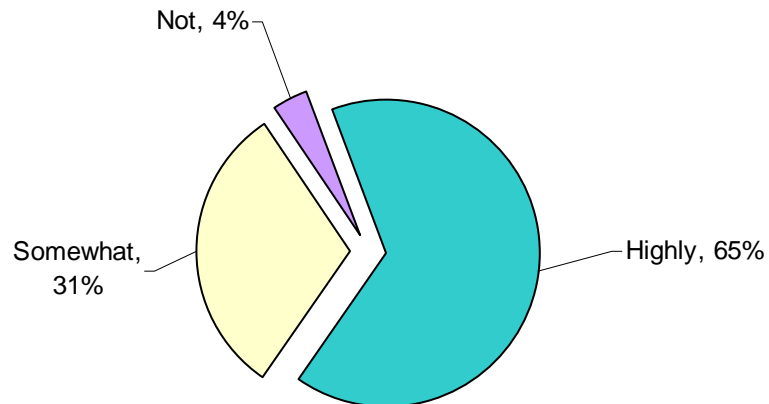
*Quality of therapy and early intervention services (Figure 2).* Most parents also had a very positive impression of the quality of services provided. Ninety-one percent rated the overall quality of therapy services as excellent or good, and 92% rated the overall quality of early intervention services other than therapy as excellent or good. Only 1% rated therapy quality as poor, and only 2% rated early intervention services other than therapy as poor.

**Figure 2**  
**PARENTS' RATINGS OF QUALITY OF SERVICES PROVIDED**



*Individualization of services (Figure 3).* Nearly two-thirds (65%) of the parents rated their child's services as highly individualized, and another 31% rated services as somewhat individualized. Only 4% rated services as not at all individualized.

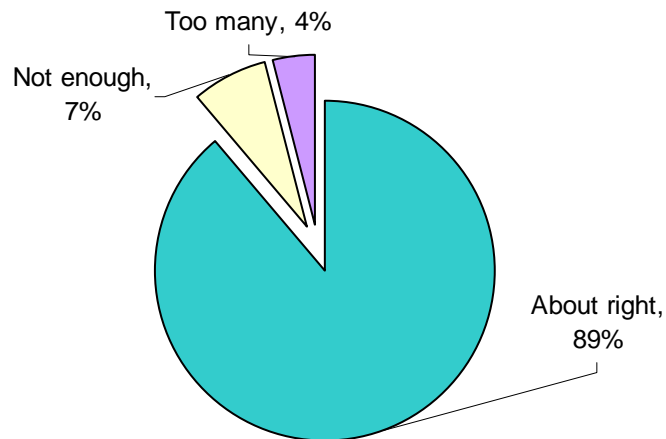
**Figure 3**  
**PARENTS' RATINGS OF INDIVIDUALIZATION OF THEIR CHILD'S SERVICES**



*Number of professionals (Figure 4) and interprofessional communication.* Most parents (89%) reported that the number of professionals working with their child was about right. Of the remainder, 4% reported too many professionals and 7% not enough. Parents typically rated professionals' communication with each other as excellent (52%) or good (35%). Only 3% reported poor communication among professionals, and another 7% indicated communication was fair.

**Figure 4**  
**PARENTS' PERCEPTIONS OF THE ADEQUACY OF THE NUMBER OF PROFESSIONALS WHO WORKED WITH THEIR CHILD**

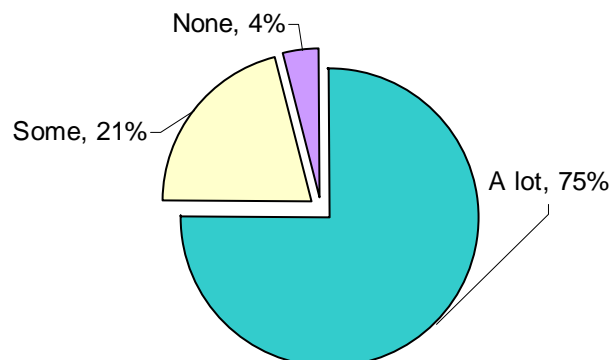
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*Perceived impact on child (Figure 5) and assessment of child's current life status (Figure 6).* Most parents (75%) reported that looking across the entire period of services, early intervention had "a lot" of impact on their child's development, with another 21% reporting some impact. Only 4% reported no impact of early intervention on their child's development.

**Figure 5**  
**OVERALL, HOW MUCH IMPACT HAVE THERAPY AND EI SERVICES HAD ON YOUR CHILD'S DEVELOPMENT?**

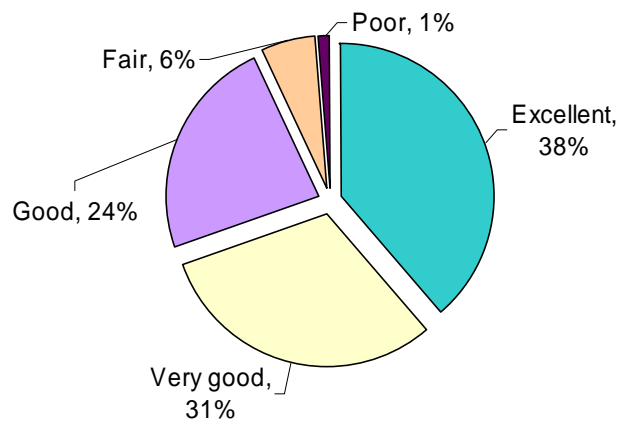
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Finally, parents were asked, “Thinking about your child’s overall life situation now, would you say it is...?” In response to this question, 70% reported their child’s overall life situation to be excellent or very good. An additional 23% reported their child’s situation to be good, 6% fair, and 1% poor.

**Figure 6**  
**THINKING ABOUT YOUR CHILD’S OVERALL LIFE SITUATION NOW, WOULD YOU SAY IT IS...?**

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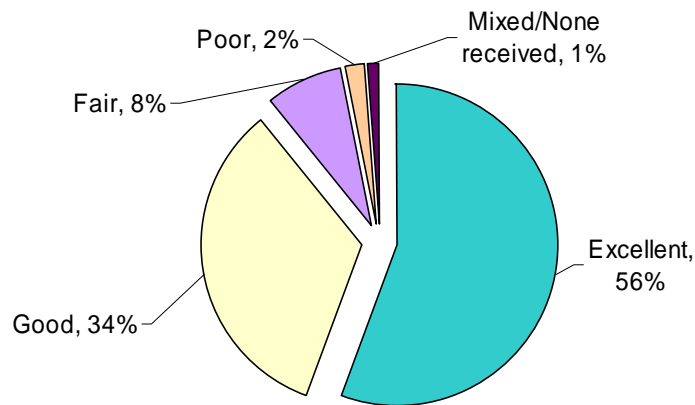


## **2. Does the family see early intervention as making a difference in their life?**

This question assumes that a second broad outcome of early intervention could be the extent to which parents feel that the services they have received for themselves (as opposed to direct services for their child) were helpful and had an impact on the family. Parents were asked to (1) rate the help and information their family had received through early intervention and (2) evaluate the extent to which the help and information received had affected their family.

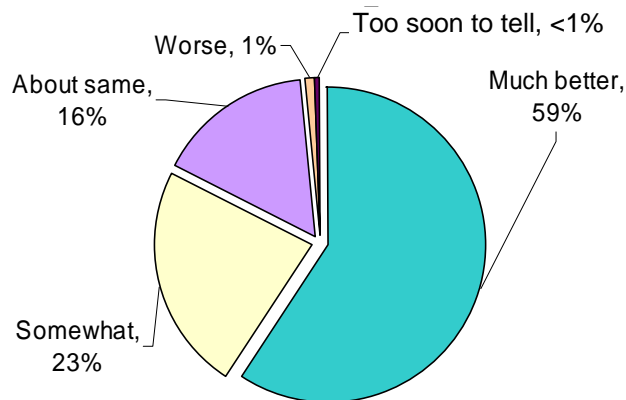
*Perceived quality of help or information for the family (Figure 7).* As with services for the child, most parents were very positive about the quality of help and information provided for the family, with 89% rating quality of family services as excellent or good. Only 8% rated family services as fair in quality and only 2% as poor.

**Figure 7**  
**HOW WOULD YOU RATE THE HELP AND INFORMATION YOUR FAMILY HAS RECEIVED THROUGH EARLY INTERVENTION?**



*Perceived impact on families (Figure 8).* Most parents considered early intervention to have had a significant impact on their families, reporting their families as much better off (59%) or somewhat better off (23%) as a result of the help and information provided. Some parents (16%) reported that their family was about the same, and 1% reported that their family was worse off than it had been prior to early intervention.

**Figure 8**  
**HOW HAS THE HELP AND INFORMATION RECEIVED AFFECTED YOUR FAMILY?**



### **3. Do parents have a positive view of professionals and the special service system?**

This question assumes that after a period of early intervention, parents ideally would leave with a positive view of the individuals who provided services for them and the overall system in which those professionals worked. It was hoped that parents would believe that the system of services is accessible and helpful and that



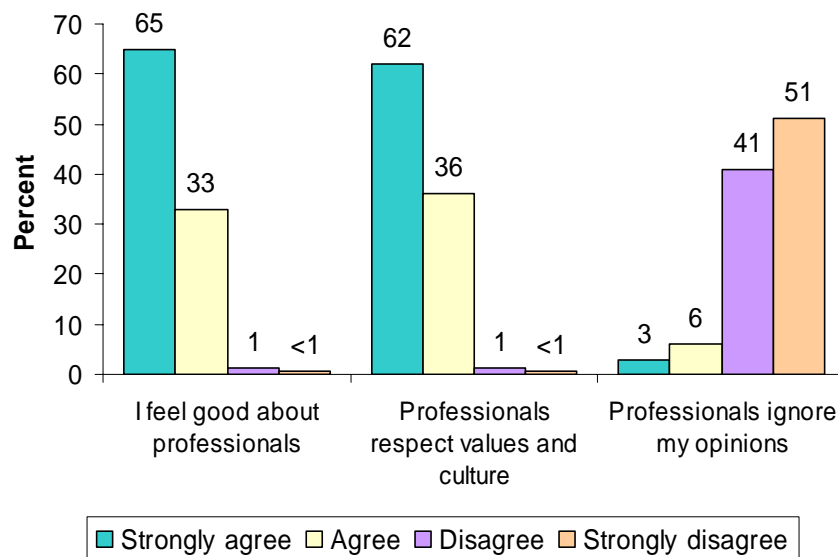
service providers are supportive, responsive, and respectful. Items addressed the family's (1) overall feelings about the professionals who work in early intervention, (2) the extent to which professionals respected family values and culture, and (3) whether families felt that professionals ignored their opinions. For each item, a statement was presented (e.g., I have good feelings about the professionals who worked with me and my child), to which parents indicated one of four ratings: strongly agree, agree, disagree, or strongly disagree (Figure 9).

*General feelings about professionals.* Parents reported very positive feelings about the professionals working in early intervention. Almost all (98%) agreed or strongly agreed that they had good feelings about early intervention professionals, with only 2% disagreeing or strongly disagreeing.

*Professionals' respect.* Parents were asked to rate the extent to which they felt that professionals working in early intervention respected their family values and cultural background. As with the first item, almost all (98%) agreed or strongly agreed with this statement.

*Ignoring opinions.* Parents also were asked to rate the extent to which they felt that early intervention professionals ignored their opinions. About 9% agreed or strongly agreed with this statement, but most (92%) disagreed or strongly disagreed.

**Figure 9**  
**PARENTS' RATINGS OF EARLY INTERVENTION PROFESSIONALS**



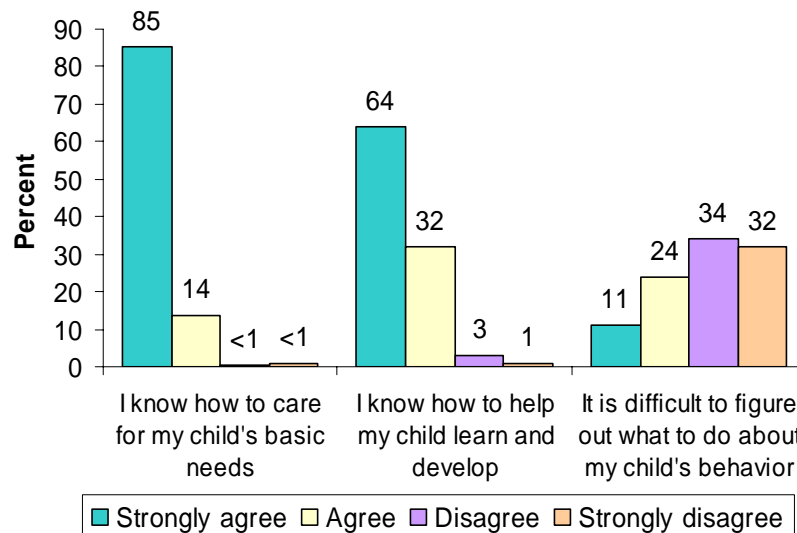
#### **4. Did early intervention enable the family to help their child grow, learn, and develop?**

This question is based on extensive literature documenting the primary role of parents in facilitating their child's development, as exemplified in the ways parents

teach their child, arrange the home environment, and promote access to the world around them. Early intervention ought to help parents be and feel competent as caregivers. Three items asked parents to rate the extent to which they knew how to (1) care for their child's basic needs, like feeding, bathing, and dressing; (2) help their child learn and develop; and (3) figure out what to do about their child's behavior. Each item was presented as a statement (e.g., I know how to care for my child's basic needs), to which parents indicated one of four ratings: strongly agree, agree, disagree, or strongly disagree (Figure 10).

*Caring for child's basic needs.* Almost all parents felt that they knew how to care for their child's basic needs, with 85% strongly agreeing with this statement and an additional 14% agreeing with it. Only 1% of the parents disagreed or strongly disagreed with this statement.

**Figure 10**  
**PARENTS' REPORTS OF CAREGIVING KNOWLEDGE**



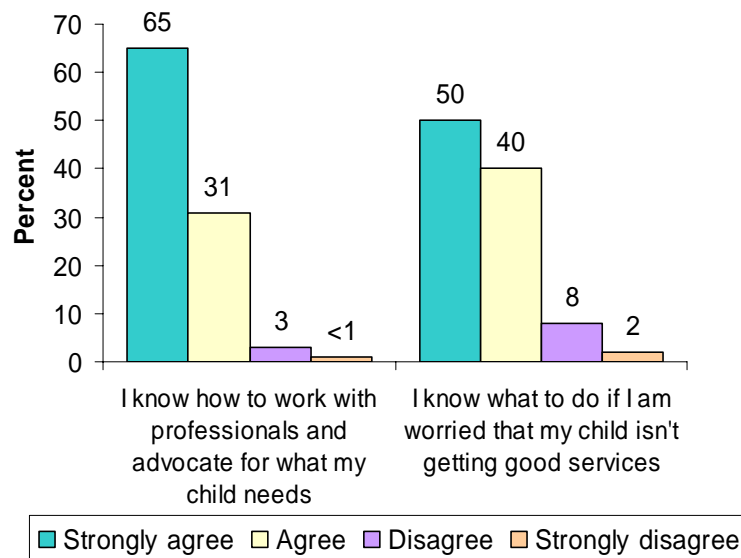
*Helping their child learn and develop.* Most parents (96%) also felt that they were able to help their child learn and develop, although in comparison with perceived competence in caring for their child's basic needs, fewer (64%) reported strong agreement and more (32%) reported simple agreement. About 4% of the parents disagreed or strongly disagreed with the statement.

*Figuring out child's behavior.* Parents were asked to rate the extent to which they had a difficult time figuring out what to do about their child's behavior. A number of parents either agreed (24%) or strongly agreed (11%) with this statement, indicating a lower level of perceived competence in dealing with behavior problems than in caring for basic needs or promoting development. However, nearly two-thirds of the parents (66%) either disagreed or strongly disagreed with this statement.

## 5. Did early intervention enhance the family's perceived ability to work with professionals and advocate for services?

This question addresses the extent to which family members believe they can negotiate the service system and feel a sense of efficacy when trying to access services for their child, often referred to as parent empowerment. Two questions addressed the parents' perceived knowledge of (1) how to work with professionals and advocate for the child's needs and (2) what to do if worried that their child was not getting good services. Each item was presented as a statement (e.g., I know how to work with professionals and advocate for my child's needs), to which parents indicated one of four ratings: strongly agree, agree, disagree, or strongly disagree (Figure 11).

**Figure 11**  
**PARENTS' PERCEIVED ABILITY TO WORK WITH EI PROFESSIONALS AND ACCESS EI SERVICES**



*Working with professionals and advocating.* One aspect of empowerment is feeling competent in working with professionals and advocating for needed services. Most parents either strongly agreed (65%) or agreed (31%) that they know how to work with professionals and advocate for services, with only 4% disagreeing.

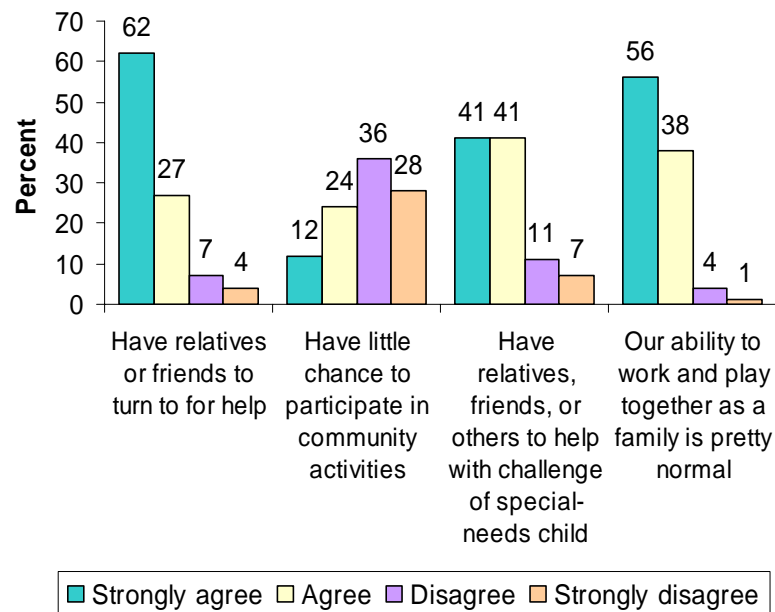
*Knowing what to do if the child is not receiving needed services.* Most parents also strongly agreed (50%) or agreed (40%) that they knew what to do if they did not feel that their child was receiving needed services. Only 10% disagreed or strongly disagreed with this statement.

## 6. Did early intervention assist the family in building a strong support system?

This question is based on extensive research suggesting that although professionals provide important specialized services for children and families, the nature and

amount of community and social support experienced by a family is highly correlated with successful coping and adaptation to raising a child with a disability or special needs. Interview items assessed the extent to which parents (1) had relatives or friends to turn to for help or support when they needed it; (2) could take part in community activities, such as religious, school, or social events; (3) had relatives, friends, or others who helped them deal with challenges faced as a result of their child's special needs; and (4) had a "pretty normal" ability to work and play together as a family. Each item was presented as a statement (e.g., I have relatives or friends to turn to for help or support when I need it), to which parents indicated one of four ratings: strongly agree, agree, disagree, or strongly disagree (Figure 12).

**Figure 12**  
**PARENTS' PERCEPTIONS OF THEIR SUPPORT SYSTEM**



*Relatives or friends to turn to.* Most parents agreed (27%) or strongly agreed (62%) that they had relatives or friends to whom they could turn for support or help when they needed it. Only 11% disagreed or strongly disagreed with this statement.

*Limited opportunities for community activities.* About one-third (36%) of the parents agreed or strongly agreed that they had little chance to take part in community activities, such as religious, school, or social events. The remainder disagreed (36%) or strongly disagreed (28%) with this statement.

*Relatives, friends, or others to help deal with challenges.* Most parents (82%) agreed or strongly agreed that they had relatives, friends, or others to whom they could turn for help in dealing with challenges associated with their child's special needs.

*Playing and working together.* Most parents (94%) agreed or strongly agreed that their ability to work and play together as a family was pretty normal, even though they had a child with special needs.

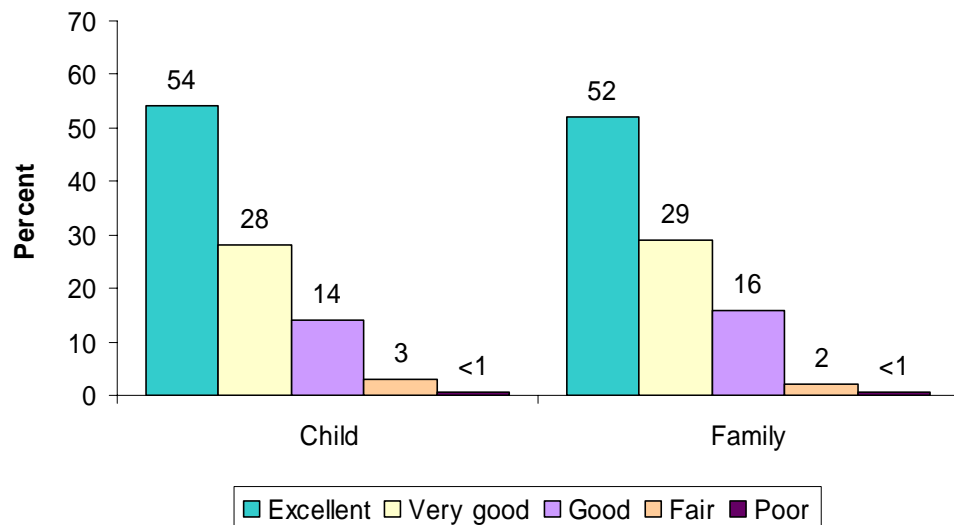
## 7. Did early intervention help enhance an optimistic view of the future?

This question is based on the assumption that without adequate support, the challenges inherent in raising a child with a disability could lead to feelings of hopelessness and despair. It is hoped that early intervention can help families feel increased hope for a positive future and optimism about the possibilities for them and their child. One item addressed this issue directly, asking parents to rate the extent to which early intervention professionals have made them feel optimistic and hopeful about their child's future, to which respondents indicated one of four ratings: strongly agree, agree, disagree, or strongly disagree. Two additional items asked parents to rate their expectations for what their child's life situation or their family's life situation would be like in the future: excellent, very good, good, fair, or poor.

*The extent to which professionals helped families feel hopeful.* Most parents either agreed (38%) or strongly agreed (57%) that early intervention professionals made families feel hopeful about their child's future, with only 6% disagreeing or strongly disagreeing with this statement.

*Expectations for child's and family's (Figure 13) future life situation.* Parents responded similarly to their expectations for their child's or family's future life situation. Eighty-two percent of the parents expected their child to have an excellent or very good future life situation, and 81% expected their family's future life situation to be excellent or very good. Fewer than 4% predicted a poor or fair future life for their children or for their families.

**Figure 13**  
**PARENTS' EXPECTATIONS ABOUT THEIR CHILD'S/FAMILY'S OVERALL FUTURE LIFE SITUATION**



## **8. Did early intervention enhance the family's perceived quality of life?**

Quality of life is a broad, nebulous, and subjective construct that encompasses almost the full range of family outcomes. To address this issue, we asked a single global item: Thinking about your family's overall life situation now, would you describe it as excellent, very good, good, fair, or poor? About two-thirds of the parents (67%) rated their current quality of life as excellent (39%) or very good (28%). Only 9% rated their family's current life situation as fair or poor, and 24% rated it as good.

### **Factors Accounting for Variability in Family Outcomes**

The data summarized in the descriptive statistics present an overall picture of a high degree of satisfaction with early intervention programs and a perception that the programs were successful in achieving many child and family outcomes. However, some families were less satisfied with selected aspects of their programs and experienced less positive outcomes. Additional analyses were conducted to identify the characteristics of families with less positive outcomes.

#### **Predictor Variables**

Family outcomes were examined with respect to a set of 12 family and child characteristics. These characteristics of children and families have been shown to be potentially relevant in other studies and represent variables of interest as policy-makers consider the effects and responses to early intervention by different segments of the U.S. population.

*Child characteristics.* Eight child variables were specified and coded in the following manner:

1. Reason for eligibility (developmental delay, diagnosed condition, at risk)
2. Gender (male, female)
3. Race/ethnicity (white, African-American, other)
4. Age at IFSP (birth - <12 months, 12 - <24 months, 24 - <36 months)
5. Birth vulnerability (composite scale from 1= low to 10 = high)
6. Use of prescription medications or medical device (yes, no)
7. Health rating at enrollment (excellent-very good, good, fair-poor)
8. Health rating at 36 months (excellent-very good, good, fair-poor).

*Family characteristics.* Four family variables were specified and coded in the following manner:

1. Maternal education (less than high school, high school/GED, some college, bachelor's degree or higher)
2. Number of adults in household (one, more than one)
3. Poverty level (poverty, poor, not poor)
4. Any health insurance (yes, no).

## **Analytic Strategy**

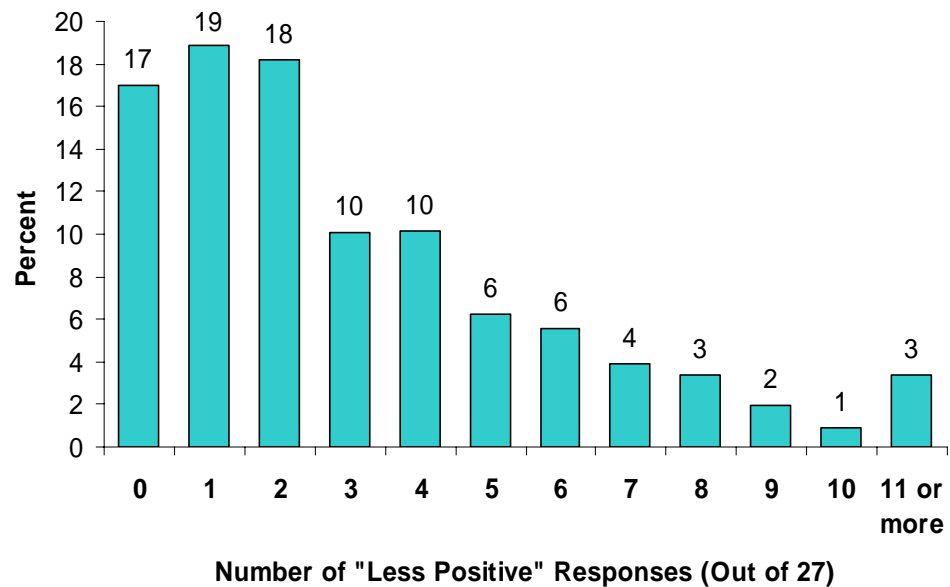
A number of strategies could be used to determine the extent to which each of these factors account for variability in family outcomes. Two constraints existed, however. First, there were large numbers of both predictor variables (12) and outcome variables (27). Although we have a large sample with considerable power, the number of separate correlations would be enormous (324), and the likelihood of a number of statistically significant correlations occurring by chance is high. Second, none of the outcome variables were normally distributed, all being skewed in a highly positive way, thus precluding the use of traditional analytic techniques.

To solve this problem, we developed a strategy to divide the families into two groups: those who experienced very positive outcomes for all aspects of early intervention and those who experienced less positive outcomes. To sort families, we first made an item-by-item determination as to what constituted a "less positive" response, as follows:

- For items regarding amount of service and number of professionals, responses of more than or less than needed and those of not enough or too many were coded as "less positive."
- For items rating quality of services, professional communication, family support, child quality of life, and family quality of life, responses of fair, poor, or mixed were coded as "less positive."
- For all items in which parents were presented a statement about a positive outcome (e.g., I have good feelings about the professionals who work with children with special needs and their families) and to which they had to indicate their level of agreement, ratings of disagree or strongly disagree were coded as "less positive."
- For all items in which parents were presented a statement about a negative outcome (e.g., The early intervention professionals giving services to my family ignore my opinions) and to which they had to indicate their level of agreement, ratings of agree or strongly agree were coded as "less positive."
- For the item on individualization of services, ratings of somewhat or not individualized were rated as "less positive."
- For the item on how the help and information received has affected their family, ratings of somewhat better off, about the same, worse off, and too soon to tell were rated as "less positive."

Following this coding procedure, we calculated, for each family, the total number of items rated as "less positive." Across all families, the average number of items rated as "less positive" was 3.2 (out of a possible 27), with a median of 2.0, a range from 0 to 19, and a standard error of 0.07 (Figure 14). On the basis of these data, we made an arbitrary decision that five or more items coded as "less positive" would place a family in the less positive group. With this criterion, 25% of the families were characterized as having less positive outcomes and the remaining 75% as having more positive outcomes.

**Figure 14**  
**PERCENTAGE DISTRIBUTION OF "LESS POSITIVE" RESPONSES ACROSS**  
**27 INTERVIEW ITEMS**



### Findings

Logistic regression was used to examine the extent to which being in the less positive group could be predicted by any of the eight child variables or four family variables. Three variables were significantly related to less positive outcomes: race, health status at enrollment, and health status at transition (Table 1). Controlling for all other variables, families of African-American children were 2.13 times as likely ( $p < .01$ ) to have less positive outcomes as families of white children. Families of children from all other ethnic groups combined were 2.11 times as likely ( $p < .001$ ) to be in the less positive group, compared with families of white children. Children with excellent or very good health at enrollment, controlling for health rating at 36 months, were 19% ( $p < .01$ ) less likely than children with good health at enrollment to be in the less positive group. Interestingly, health rating at 36 months also was related to outcomes, controlling for health rating at enrollment. For families of children with excellent or very good health at 36 months, the odds of being in the less positive group were nearly 60% ( $p < .01$ ) less than for families of children with fair or poor health at 36 months.



**Table 1**  
**LOGISTIC REGRESSION ODDS RATIOS AND 95% CONFIDENCE INTERVALS**  
**(CI) FOR FAMILIES HAVING LESS POSITIVE OUTCOMES AT 36 MONTHS**

Predictor Variable	Odds Ratio (95% CI)
Reason for eligibility	
At risk of developmental delay	Reference
Developmental delay	0.9 (0.51, 1.61)
Diagnosed condition	0.97 (0.54, 1.75)
Gender	
Female	Reference
Male	0.85 (0.67, 1.08)
Race	
Caucasian	Reference
African-American	2.13** (1.27, 3.56)
All other	2.11*** (1.52, 2.92)
Age at IFSP	
24 months and older	Reference
Less than 12 months	.84 (0.56, 1.28)
12 months to less than 24 months	1.07 (0.70, 1.64)
Birth vulnerability	.92 (0.84, 1.02)
Mother's education	
Bachelor's degree or higher	Reference
Some college	0.85 (0.58, 1.25)
GED or high school degree	0.75 (0.53, 1.08)
Less than high school degree	0.91 (0.65, 1.27)
Number of adults in household	
More than one	Reference
One	1.16 (0.82, 1.65)
Poverty level	
Above 150% of poverty threshold	Reference
At or below poverty threshold	1.33 (0.88, 1.93)
150% of poverty threshold	1.67 (0.90, 3.07)
Health insurance	
No	Reference
Yes	1.09 (0.74, 1.59)
Medicine or medical devices	
No	Reference
Yes	1.00 (0.72, 1.38)
Health rating at enrollment	
Good	Reference
Excellent/very good	0.81** (0.71, 0.93)
Fair/poor	1.01 (0.64, 1.58)
Health rating at 36 months	
Fair/poor	Reference
Excellent/very good	0.44** (0.25, 0.79)
Good	0.83 (0.50, 1.38)

\*\* =  $p < .01$ ; \*\*\* =  $p < .001$ .

Other important factors related to family outcomes may not have been detected because of the analytic strategy chosen. The analysis just reported considered an outcome to be positive if the family agreed or strongly agreed and negative if they disagreed or strongly disagreed. For example, we expected that maternal education and income level might be related to the extent to which positive outcomes were attained. In an item-by-item analysis in which the full range of responses was used (e.g., strongly agree to strongly disagree) rather than the assignment to two categories, maternal education and family income were statistically significant predictors of the distribution of almost every item. However, in almost all cases, the difference was reflected in the proportion of families who strongly agreed with a statement vs. those who agreed with a statement. For example, families with differing levels of family income differed in the extent to which they strongly agreed that they knew how to help their child learn and develop (Table 2). These differences were not evident, however, when the responses for strongly agree and agree were combined.

**Table 2**  
**EXTENT TO WHICH PARENTS AGREE THEY KNOW HOW TO HELP THEIR CHILD LEARN AND DEVELOP, BY HOUSEHOLD INCOME**

Household Income	Percent		
	Strongly Agree (SA)	Agree (A)	SA + A
\$15,000 or less	56	37	94
\$15,001 - \$25,000	54	42	96
\$25,001 - \$50,000	68	29	96
\$50,001 - \$75,000	73	25	98
Over \$75,000	72	26	98

An analysis of the overall distribution of responses (as displayed in Table A-17a) indicates that income is statistically related to parents' perceived knowledge of how to help their child learn and develop ( $p < .001$ ). However, most of this is accounted for by differences in the two levels of agreement with this statement. For all groups, at least 94% of parents agreed or strongly agreed that they felt competent with this task.

Likewise, families where the mother had less education were less likely to strongly agree that they were able to care for their child's basic needs (Table 3).

**Table 3**  
**EXTENT TO WHICH PARENTS AGREE THEY ARE ABLE TO CARE FOR THEIR CHILD'S BASIC NEEDS, BY MATERNAL EDUCATION**

Maternal Education	Percent		
	Strongly Agree (SA)	Agree (A)	SA + A
Less than high school	77	19	96
GED or high school	81	18	99
Some college	87	12	99
Bachelor's degree or higher	92	7	99

An analysis of the overall distribution of responses (as displayed in Table A-16a) indicates that maternal education is statistically related to parents' perceived knowledge of how to care for their child's basic needs ( $p < .001$ ). Again, most of the difference resides in the differences in the two levels of agreement, with almost all families agreeing or strongly agreeing that they felt competent with this task.

The extent to which a difference between "agree" and "strongly agree" is a meaningful difference or simply a difference in interpretation is unknown. However, as is evident throughout the tables in Appendix A, the pattern is consistent across a large number of items; thus, it is likely that household income and maternal education are related to family outcomes in some way. If the interview items had provided more response choices (for example, a 10-point scale rather than a 4-point scale), it is possible that stronger differences would have emerged among some subgroups. It is clear that most parents responded positively to many dimensions of family outcomes, but the findings also suggest that there are socioeconomic differences related to the extent of positive perceptions.

## **CONCLUSIONS**

This report summarizes the results of an assessment of a nationally representative sample of families whose children had participated in Part C of the Individuals with Disabilities Education Act, a nationwide program of services for infants and toddlers with or at risk for disability and their families. The report focuses on parents' perceptions of the family outcomes of early intervention when children who received services were about 36 months old.

The study's findings are limited in that they are based only on the experiences of families who participated in the early intervention system. Families preferring not to participate in Part C early intervention programs, or whose children were referred but not determined to be eligible, were not included in the study, and we have no information on what outcomes they might have experienced. Families who opted out of Part C services after their initial IFSP are included in the study, and their perceptions are reflected in these data. An additional limitation of the study is that the findings are based on a few questions asked in the context of a telephone survey. More detailed information about family perceptions, especially specific concerns about programs or service providers, could not be captured with this method. A more extensive series of interactions with families would be needed to thoroughly explore the complexity of the families' experiences with the Part C system. One methodological challenge for research on family outcomes is that families typically respond very positively to survey items about their early intervention experiences (McNaughton, 1994). The positive lens through which families appear to so unanimously view early intervention is sometimes at odds with other information on how well the system is meeting families' needs (McWilliam, Snyder, Harbin, Porter, & Munn, 2000; Montgomery, Parrish, Hebbeler, Spiker, & Cook, 1997). Information from families should be considered important because it reflects families' perceptions, but it does not necessarily indicate that the early intervention system is operating as effectively as it should. These limitations notwithstanding, a number of conclusions can be drawn about the experiences that families have with early intervention programs.

### **Parents' Perceptions of Services**

The first major conclusion from this analysis is that parents report a high degree of satisfaction with early intervention programs and services. Most considered their child's services to have been individualized on the basis of their child's needs and to have been of adequate amount and quality. The number of professionals working with their child was about right, and parents generally felt that professionals working with their child communicated well with each other.

Likewise, most parents were very satisfied with services provided for the family. At the conclusion of early intervention, most felt good about early intervention professionals, considering them to have respected their family's values and culture and rarely ignored their opinions. Furthermore, most families agreed that early intervention professionals made them feel optimistic and hopeful about their child's future.

### **Parents' Perceptions of Outcomes**

A second major conclusion is that parents perceived many positive outcomes as a result of early intervention, both for their child and for their family. Nearly three-fourths reported that early intervention had "a lot" of impact on their child's development. Most also reported that their family was better off as a result of the help and information received from early intervention programs. At the end of early intervention, most parents felt competent in their parenting role, as well as in their ability to work with professionals and advocate for services. Parents generally reported a high degree of support from family members and other individuals or groups. Finally, most parents were hopeful about the future and expected that their child's overall life situation and that of their family would be excellent or very good.

### **Areas of Needed Improvement**

Although most families reported a high degree of satisfaction with both services and outcomes, selected areas for future study should be noted. First, parents felt less competent in their ability to figure out what to do about their child's behavior than in their ability to care for their child's basic needs or to help their child learn and develop. This finding is consistent with extensive literature documenting the stress that behavior problems place on families and the challenges families experience in dealing with problem behavior, and suggests an area of enhanced service provision in early intervention, at least for some families. Second, parents reported less support from participation in community activities than support received from family and friends. This difference may be associated more generally with the demands and constraints of being a parent of a very young infant, but suggests that early intervention professionals may need to consider ways to help families access more community supports. Finally, the findings suggest that some factors were associated with lower levels of satisfaction. The multivariate analyses indicated that minority families and families of children in poor health (both health at program entry and health at the end of early intervention) experienced less positive outcomes. The bivariate analyses suggested less favorable outcomes for families with less education and less income. These findings reinforce that early intervention programs must continue to work on assuring that services are both accessible and appropriate for families from diverse cultures and backgrounds. They also suggest that children with special health needs pose a special challenge for families. More research is needed on how early intervention can best serve families whose children are in poor health. These families may warrant special attention from early intervention service providers.

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## **Appendix A**

### **Additional Data Tables**

**Table A-1a. Percentage distribution of key child and family characteristics for children and families in early intervention**

Characteristics	Population percentage
<b>Total</b>	100.0
<b>Child's eligibility category</b>	
Developmental delay	61.7
Diagnosed condition	21.6
At risk of developmental delay	16.7
<b>Child's age at entry into early intervention/initial IFSP</b>	
Less than 12 months	41.4
12 months to less than 24 months	30.7
24 months to less than 31 months	27.9
<b>Child's gender</b>	
Male	60.2
Female	39.8
<b>Child's race/ethnicity</b>	
Caucasian	53.4
African-American	21.0
Hispanic	16.0
Asian or Pacific Islander	3.8
American Indian or Alaska Native <sup>1</sup>	0.5
Mixed race or "other"	5.3
<b>Primary female caregiver's educational attainment</b>	
Less than high school diploma	15.9
GED or high school diploma	31.8
Some college	28.0
Bachelor's degree or higher	24.3
<b>Household income</b>	
\$15,000 or less	26.8
\$15,001-\$25,000	15.8
\$25,001-\$50,000	28.6
\$50,001-\$75,000	16.1
Over \$75,000	12.7
<b>Receives public assistance</b>	
Yes	32.6
No	67.4

*Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data.*

Note: N = 3,200. Based on weighted population percentages for those eligible for the study (child less than 31 months at IFSP, adult in family who spoke English or Spanish, and no sibling in the study) who had entry interview or mail questionnaire data.

Source: National Early Intervention Longitudinal Study.

<sup>1</sup> In all subsequent tables, American Indian or Alaska Native will be added into the Mixed race or "other" category.

**Table A-1b. Standard errors for percentage distribution of key child and family characteristics for children and families in early intervention**

Characteristics	Standard error
<b>Child's eligibility category</b>	
Developmental delay	5.0
Diagnosed condition	2.7
At risk of developmental delay	2.7
<b>Child's age at entry into early intervention/initial IFSP</b>	
Less than 12 months	3.3
12 months to less than 24 months	1.6
24 months and older	1.9
<b>Child's gender</b>	
Male	1.6
Female	1.6
<b>Child's race/ethnicity</b>	
Caucasian	2.0
African-American	2.0
Hispanic	2.8
Asian or Pacific Islander	1.6
American Indian or Alaska Native	0.3
Mixed race or "other"	1.1
<b>Primary female caregiver's educational attainment</b>	
Less than high school diploma	0.6
GED or high school diploma	1.4
Some college	1.4
Bachelor's degree or higher	1.1
<b>Household income</b>	
\$15,000 or less	1.8
\$15,001-\$25,000	0.8
\$25,001-\$50,000	1.3
\$50,001-\$75,000	1.4
Over \$75,000	1.1
<b>Receives public assistance</b>	
Yes	2.4
No	2.4

Note: Based on interview sample (N = 3,200).

Source: National Early Intervention Longitudinal Study.

**Table A-2a. Percentage distribution of parents' ratings when child was 36 months old of amount of therapy services received by child during early intervention**

Rating of amount of therapy	More than needed	About right	Less than needed	Enough of some, not others
<b>Total population estimate</b>	4.6	71.5	22.1	1.8
<b>Child's eligibility category**</b>				
Developmental delay	4.3	71.6	22.5	1.6
Diagnosed condition	4.2	70.0	23.0	2.9
At risk of developmental delay	6.9	72.6	19.9	0.6
<b>Child's age at entry into early intervention/initial IFSP***</b>				
Less than 12 months	6.1	71.8	19.9	2.2
12 months to less than 24 months	4.6	74.0	20.2	1.2
24 months and older	2.8	68.2	27.3	1.8
<b>Child's gender</b>				
Male	5.1	71.1	22.1	1.7
Female	4.0	72.0	22.1	1.9
<b>Child's race/ethnicity***</b>				
Caucasian	3.7	72.9	21.7	1.7
African-American	8.6	68.6	20.7	2.1
Hispanic	4.1	71.6	23.4	0.9
Asian or Pacific Islander	2.4	72.5	20.7	4.5
Mixed race or "other"	3.1	65.0	29.2	2.7
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	7.2	70.1	22.1	0.6
GED or high school degree	4.4	74.6	19.7	1.3
Some college	4.0	69.8	24.4	1.8
Bachelor's degree or higher	3.7	71.0	22.3	3.0
<b>Household income***</b>				
\$15,000 or less	6.7	72.5	20.1	0.6
\$15,001-\$25,000	5.1	67.2	25.2	2.5
\$25,001-\$50,000	3.9	72.0	22.1	2.0
\$50,001-\$75,000	4.4	70.7	23.8	1.1
Over \$75,000	2.0	72.9	21.6	3.6
<b>Number of adults in household</b>				
One	7.9	64.3	25.0	2.8
More than one	4.1	72.7	21.6	1.6
<b>Language of interview*</b>				
English	4.7	71.6	21.8	1.9
Spanish	3.5	70.0	26.6	0

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-2b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of amount of therapy services received by child during early intervention**

Rating of amount of therapy	More than needed	About right	Less than needed	Enough of some, not others
<b>Total population estimate</b>	0.7	1.6	2.1	0.3
<b>Child's eligibility category</b>				
Developmental delay	1.2	1.7	2.9	0.3
Diagnosed condition	1.6	2.1	2.4	0.7
At risk of developmental delay	1.1	2.1	1.9	0.3
<b>Child's age at entry into early intervention/initial IFSP***</b>				
Less than 12 months	0.9	2.5	2.7	0.4
12 months to less than 24 months	1.4	1.7	2.2	0.2
24 months and older	0.4	1.7	2.3	1.2
<b>Child's gender</b>				
Male	0.7	1.6	2.1	0.4
Female	0.9	2.3	2.6	0.4
<b>Child's race/ethnicity</b>				
Caucasian	0.9	2.6	3.1	0.2
African-American	0.7	2.1	2.3	0.6
Hispanic	1.5	2.5	2.3	0.5
Asian or Pacific Islander	3.4	6.2	5.4	2.7
Mixed race or "other"	2.4	3.7	6.3	2.7
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	1.9	3.2	1.9	0.6
GED or high school degree	0.9	1.8	1.5	0.4
Some college	1.9	1.8	3.3	0.6
Bachelor's degree or higher	1.1	2.8	3.8	0.5
<b>Household income</b>				
\$15,000 or less	0.7	1.9	2.0	0.4
\$15,001-\$25,000	1.6	3.1	2.7	0.9
\$25,001-\$50,000	0.6	2.3	2.7	0.5
\$50,001-\$75,000	1.6	1.8	3.1	0.4
Over \$75,000	1.7	3.9	5.1	0.6
<b>Number of adults in household</b>				
One	1.8	3.0	2.8	0.8
More than one	0.7	1.9	2.2	0.2
<b>Language of interview</b>				
English	0.7	1.6	2.3	0.3
Spanish	2.3	3.5	3.5	0

Source: National Early Intervention Longitudinal Study.

**Table A-3a. Percentage distribution of parents' ratings when child was 36 months old of the amount of services other than therapy received by child during early intervention**

Rating of amount of services other than therapy	More than needed	About right	Less than needed	Enough of some, not others
<b>Total population estimate</b>	5.2	81.2	13.1	0.5
<b>Child's eligibility category**</b>				
Developmental delay	4.3	82.9	12.6	0.2
Diagnosed condition	5.2	78.9	15.1	0.9
At risk of developmental delay	7.5	82.1	10.2	0.2
<b>Child's age at entry into early intervention/initial IFSP*</b>				
Less than 12 months	6.5	82.0	11.0	0.5
12 months to less than 24 months	4.2	81.4	13.6	0.8
24 months and older	4.3	79.4	16.4	0
<b>Child's gender</b>				
Male	5.7	79.4	14.2	0.7
Female	4.5	83.9	11.4	0.2
<b>Child's race/ethnicity***</b>				
Caucasian	2.6	85.1	11.5	0.7
African-American	9.0	77.0	13.5	0.5
Hispanic	4.3	80.6	15.1	0
Asian or Pacific Islander	9.9	72.1	18.0	0
Mixed race or "other"	14.4	68.8	16.8	0
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	7.8	78.6	13.6	0
GED or high school degree	6.3	81.9	10.8	1.1
Some college	4.1	81.7	13.8	0.4
Bachelor's degree or higher	2.8	81.7	15.4	0.1
<b>Household income***</b>				
\$15,000 or less	7.8	78.6	13.2	0.3
\$15,001-\$25,000	5.8	81.8	11.9	0.5
\$25,001-\$50,000	3.5	82.5	13.2	0.8
\$50,001-\$75,000	4.4	82.7	12.6	0.3
Over \$75,000	1.7	82.8	15.3	0.2
<b>Number of adults in household</b>				
One	6.5	79.2	13.6	0.7
More than one	4.9	81.7	13.0	0.4
<b>Language of interview</b>				
English	5.3	81.6	12.7	0.5
Spanish	4.7	75.5	19.8	0

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-3b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of the amount of services other than therapy received by child during early intervention**

Rating of amount of services other than therapy	More than needed	About right	Less than needed	Enough of some, not others
<b>Total population estimate</b>	0.5	1.2	1.0	0.2
<b>Child's eligibility category</b>				
Developmental delay	0.5	1.3	1.5	0.1
Diagnosed condition	0.8	1.9	1.7	0.9
At risk of developmental delay	2.3	3.6	3.4	0.2
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.1	1.6	1.0	0.4
12 months to less than 24 months	1.3	2.3	1.9	0.4
24 months and older	0.9	1.5	1.8	0
<b>Child's gender</b>				
Male	0.6	1.6	1.6	0.3
Female	0.8	1.6	1.3	0.2
<b>Child's race/ethnicity</b>				
Caucasian	0.5	1.5	1.0	0.4
African-American	1.1	2.3	2.0	0.3
Hispanic	1.0	2.9	2.4	0
Asian or Pacific Islander	5.5	8.5	4.8	0
Mixed race or "other"	2.3	7.2	6.0	0
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	1.6	2.1	2.6	0
GED or high school degree	1.3	2.4	1.3	0.6
Some college	0.7	1.9	1.7	0.2
Bachelor's degree or higher	0.9	2.8	2.5	0.1
<b>Household income</b>				
\$15,000 or less	1.8	1.8	1.6	0.3
\$15,001-\$25,000	1.9	3.6	2.1	0.4
\$25,001-\$50,000	0.7	2.8	2.3	0.7
\$50,001-\$75,000	1.3	1.5	1.9	0.3
Over \$75,000	0.5	4.1	4.0	0.2
<b>Number of adults in household</b>				
One	1.4	3.0	2.7	0.5
More than one	0.5	1.6	1.4	0.2
<b>Language of interview</b>				
English	0.6	1.2	1.0	0.2
Spanish	1.9	3.2	2.5	0

Source: National Early Intervention Longitudinal Study.

**Table A-4a. Percentage distribution of parents' ratings when child was 36 months old of quality of therapy services received by child during early intervention**

Rating of quality of therapy services	Excellent	Good	Fair	Poor	Some OK, some not
<b>Total population estimate</b>	61.5	29.5	5.7	1.1	2.3
<b>Child's eligibility category***</b>					
Developmental delay	62.7	28.3	5.7	1.1	2.2
Diagnosed condition	55.5	34.5	5.4	0.7	3.8
At risk of developmental delay	66.4	28.1	3.4	1.9	0.3
<b>Child's age at entry into early intervention/initial IFSP**</b>					
Less than 12 months	60.7	31.7	3.9	1.5	2.3
12 months to less than 24 months	64.5	26.2	5.9	1.1	2.3
24 months and older	59.2	30.0	8.0	0.5	2.4
<b>Child's gender***</b>					
Male	63.8	27.0	6.2	0.9	2.1
Female	57.8	33.3	4.8	1.5	2.6
<b>Child's race/ethnicity***</b>					
Caucasian	63.9	28.3	3.9	1.0	2.9
African-American	59.0	28.4	10.1	1.0	1.4
Hispanic	55.3	34.7	7.6	0.8	1.7
Asian or Pacific Islander	62.5	30.0	4.5	1.7	1.3
Mixed race or "other"	62.0	30.4	3.5	2.9	1.4
<b>Primary female caregiver's educational attainment***</b>					
Less than high school diploma	59.6	28.9	8.1	1.3	2.1
GED or high school degree	62.4	29.6	5.4	1.2	1.3
Some college	61.0	29.4	6.3	1.2	2.2
Bachelor's degree or higher	60.6	30.6	4.2	0.8	3.8
<b>Household income***</b>					
\$15,000 or less	62.9	26.3	8.1	1.4	1.4
\$15,001-\$25,000	59.1	30.5	8.3	0.1	2.0
\$25,001-\$50,000	59.5	30.8	5.0	1.3	3.4
\$50,001-\$75,000	66.8	26.5	3.8	1.2	1.7
Over \$75,000	59.6	33.5	2.7	1.2	3.1
<b>Number of adults in household*</b>					
One	59.3	27.4	9.7	1.7	1.9
More than one	61.4	30.1	5.1	1	2.4
<b>Language of interview</b>					
English	62.6	28.6	5.3	1.1	2.4
Spanish	42.6	43.7	11.5	0.9	1.3

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.



**Table A-4b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of quality of therapy services received by child during early intervention**

Rating of quality of therapy services	Excellent	Good	Fair	Poor	Some OK, some not
<b>Total population estimate</b>	1.0	0.9	0.6	0.2	0.3
<b>Child's eligibility category</b>					
Developmental delay	1.8	1.5	0.6	0.4	0.5
Diagnosed condition	2.1	1.7	0.9	0.4	1.1
At risk of developmental delay	3.6	3.5	1.2	2.1	0.3
<b>Child's age at entry into early intervention/initial IFSP</b>					
Less than 12 months	1.7	1.5	0.7	0.4	0.4
12 months to less than 24 months	1.9	1.4	0.8	0.3	0.4
24 months and older	2.0	1.3	1.4	0.2	1.1
<b>Child's gender</b>					
Male	1.5	1.2	1.1	0.3	0.4
Female	0.9	1.0	0.7	0.5	0.5
<b>Child's race/ethnicity</b>					
Caucasian	1.1	1.1	0.3	0.3	0.6
African-American	4.3	3.2	2.4	0.5	0.3
Hispanic	2.9	3.4	1.6	0.6	0.8
Asian or Pacific Islander	11.2	7.7	6.2	1.4	1.6
Mixed race or "other"	4.7	3.6	1.5	1.9	1.0
<b>Primary female caregiver's educational attainment</b>					
Less than high school diploma	5.0	5.2	2.9	1.2	1.1
GED or high school degree	2.3	1.7	1.1	0.4	0.5
Some college	1.3	1.3	0.9	0.4	0.8
Bachelor's degree or higher	1.7	2.1	0.9	0.3	1.4
<b>Household income</b>					
\$15,000 or less	2.7	2.4	1.3	0.8	0.8
\$15,001-\$25,000	2.7	3.0	1.6	0.1	0.5
\$25,001-\$50,000	2.2	2.6	0.8	0.4	0.8
\$50,001-\$75,000	3.1	3.0	1.0	0.6	0.5
Over \$75,000	3.5	4.0	0.7	0.7	0.9
<b>Number of adults in household</b>					
One	4.0	2.8	1.5	1.5	0.6
More than one	1.0	1.2	0.6	0.2	0.3
<b>Language of interview</b>					
English	1.1	1.0	0.6	0.2	0.4
Spanish	3.6	4.8	2.3	0.9	1.2

Source: National Early Intervention Longitudinal Study.

**Table A-5a. Percentage distribution of parents' ratings when child was 36 months old of the quality of early intervention services other than therapy received by child during early intervention**

Rating of quality of EI services other than therapy	Excellent	Good	Fair	Poor	Some OK, some not
<b>Total population estimate</b>	53.8	37.6	6.8	1.5	0.3
<b>Child's eligibility category**</b>					
Developmental delay	54.0	37.8	6.0	2.0	0.2
Diagnosed condition	50.7	38.5	9.0	1.1	0.6
At risk of developmental delay	58.7	34.7	6.4	0.3	0
<b>Child's age at entry into early intervention/initial IFSP</b>					
Less than 12 months	53.7	37.8	6.9	1.3	0.3
12 months to less than 24 months	55.0	37.0	5.9	1.7	0.3
24 months and older	52.6	37.9	7.7	1.6	0.2
<b>Child's gender</b>					
Male	55.7	35.7	6.6	1.5	0.5
Female	51.0	40.4	7.1	1.4	0.1
<b>Child's race/ethnicity***</b>					
Caucasian	56.8	35.8	5.7	1.3	0.4
African-American	50.4	38.3	9.2	2.1	0
Hispanic	48.3	42.5	7.3	1.3	0.6
Asian or Pacific Islander	57.2	34.2	8.5	0	0
Mixed race or "other"	53.2	39.1	5.4	2.4	0
<b>Primary female caregiver's educational attainment***</b>					
Less than high school diploma	52.1	38.5	7.9	1.2	0.3
GED or high school degree	56.8	36.3	6.0	0.8	0.1
Some college	51.1	38.3	7.6	2.6	0.4
Bachelor's degree or higher	53.6	38.3	6.5	1.1	0.5
<b>Household income***</b>					
\$15,000 or less	53.0	37.8	7.6	1.5	0.1
\$15,001-\$25,000	53.3	36.5	8.8	0.9	0.5
\$25,001-\$50,000	54.8	37.9	5.0	1.9	0.4
\$50,001-\$75,000	60.6	31.3	7.1	0.8	0.2
Over \$75,000	49.3	41.6	6.6	2.2	0.3
<b>Number of adults in household</b>					
One	48.5	38.8	10.7	1.9	0.1
More than one	54.9	37.3	6.1	1.4	0.3
<b>Language of interview*</b>					
English	54.7	36.9	6.7	1.4	0.2
Spanish	39.3	48.2	9.0	2.1	1.3

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-5b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of the quality of early intervention services other than therapy received by child during early intervention**

Rating of quality of EI services other than therapy	Excellent	Good	Fair	Poor	Some OK, some not
<b>Total population estimate</b>	1.2	1.2	1	0.3	0.1
<b>Child's eligibility category</b>					
Developmental delay	1.7	2.0	0.9	0.4	0.1
Diagnosed condition	1.7	2.1	1.4	0.3	0.4
At risk of developmental delay	4.8	3.7	2.6	0.2	0
<b>Child's age at entry into early intervention/initial IFSP</b>					
Less than 12 months	2.4	1.7	1.3	0.4	0.1
12 months to less than 24 months	2.1	2.0	0.9	0.5	0.2
24 months and older	2.5	3.1	1.7	0.7	0.2
<b>Child's gender</b>					
Male	1.3	1.1	1.2	0.3	0.2
Female	1.6	1.8	1.1	0.4	0.1
<b>Child's race/ethnicity</b>					
Caucasian	1.2	1.7	0.7	0.5	0.2
African-American	3.3	3.2	1.7	0.6	0
Hispanic	3.5	3.2	1.5	0.5	0.6
Asian or Pacific Islander	7.2	6.9	8.4	0	0
Mixed race or "other"	5.8	6.3	2.3	1.4	0
<b>Primary female caregiver's educational attainment</b>					
Less than high school diploma	2.9	2.4	1.5	0.9	0.3
GED or high school degree	3.3	2.8	1.2	0.3	0.1
Some college	2.5	2.4	2.0	0.5	0.2
Bachelor's degree or higher	3.4	3.0	2.0	0.5	0.3
<b>Household income</b>					
\$15,000 or less	3.6	2.5	1.2	1.1	0.1
\$15,001-\$25,000	3.3	3.3	1.5	0.6	0.3
\$25,001-\$50,000	2.5	1.9	1.6	0.5	0.4
\$50,001-\$75,000	3.1	3.5	2.1	0.6	0.2
Over \$75,000	6.1	5.8	2.1	1.0	0.3
<b>Number of adults in household</b>					
One	6.2	4.5	2.4	1.0	0.2
More than one	1.4	1.4	1.0	0.3	0.1
<b>Language of interview</b>					
English	1.1	1.2	0.9	0.3	0.1
Spanish	3.5	3.2	2.6	1.0	1.3

Source: National Early Intervention Longitudinal Study.

**Table A-6a. Percentage distribution of parents' ratings when child was 36 months old of individualization of services offered during early intervention**

Rating of individualization of services offered	Highly individualized	Somewhat individualized	Not individualized	Mixed
<b>Total population estimate</b>	65.3	30.9	3.6	0.3
<b>Child's eligibility category**</b>				
Developmental delay	67.6	29.0	3.2	0.3
Diagnosed condition	60.5	35.7	3.6	0.2
At risk of developmental delay	65.1	30.7	4.0	0.2
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	65.9	30.6	3.2	0.3
12 months to less than 24 months	67.4	28.3	3.9	0.4
24 months and older	62.1	34.1	3.6	0.1
<b>Child's gender*</b>				
Male	67.5	28.8	3.5	0.2
Female	61.9	34.0	3.7	0.4
<b>Child's race/ethnicity***</b>				
Caucasian	68.2	29.7	1.8	0.2
African-American	57.9	36.5	5.4	0.3
Hispanic	64.7	29.1	6.0	0.2
Asian or Pacific Islander	58.6	32.7	7.6	1.1
Mixed race or "other"	69.5	26.0	3.9	0.6
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	60.9	33.4	5.7	0
GED or high school degree	64.6	32.1	3.1	0.1
Some college	64.3	32.8	2.9	0
Bachelor's degree or higher	68.5	27.0	3.6	1.0
<b>Household income***</b>				
\$15,000 or less	62.0	33.0	5.0	0
\$15,001-\$25,000	60.4	34.6	4.7	0.2
\$25,001-\$50,000	68.2	28.0	3.1	0.6
\$50,001-\$75,000	69.4	28.6	2.1	0
Over \$75,000	65.9	31.4	2.1	0.6
<b>Number of adults in household</b>				
One	59.6	35.5	4.9	0
More than one	66.1	30.2	3.3	0.3
<b>Language of interview*</b>				
English	65.1	31.4	3.2	0.3
Spanish	68.2	21.6	9.7	0.5

*Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .*

Source: National Early Intervention Longitudinal Study.

**Table A-6b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of individualization of services offered during early intervention**

Rating of individualization of services offered	Highly individualized	Somewhat individualized	Not individualized	Mixed
<b>Total population estimate</b>	1.1	1.2	0.3	0.2
<b>Child's eligibility category</b>				
Developmental delay	1.6	1.5	0.4	0.2
Diagnosed condition	3.1	3.2	0.5	0.2
At risk of developmental delay	2.4	1.7	1.3	0.2
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.2	1.4	0.7	0.3
12 months to less than 24 months	2.9	2.9	0.6	0.2
24 months and older	1.3	1.4	0.7	0.1
<b>Child's gender</b>				
Male	0.9	0.8	0.3	0.1
Female	2.5	2.6	0.6	0.3
<b>Child's race/ethnicity</b>				
Caucasian	2.2	2.2	0.4	0.2
African-American	2.4	2.4	1.0	0.3
Hispanic	2.6	2.5	1.5	0.2
Asian or Pacific Islander	6.8	7.5	3.0	1.3
Mixed race or "other"	5.2	4.7	1.0	0.6
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	2.8	2.0	1.2	0
GED or high school degree	1.9	1.4	0.8	0.1
Some college	2.3	2.0	0.7	0
Bachelor's degree or higher	2.6	2.8	0.8	0.7
<b>Household income</b>				
\$15,000 or less	2.4	3.1	1.0	0
\$15,001-\$25,000	2.7	2.6	0.9	0.2
\$25,001-\$50,000	1.7	1.9	0.7	0.6
\$50,001-\$75,000	3.0	3.1	0.8	0
Over \$75,000	4.9	4.7	0.7	0.5
<b>Number of adults in household</b>				
One	4.2	3.6	1.2	0
More than one	1.8	1.6	0.4	0.3
<b>Language of interview</b>				
English	1.1	1.1	0.3	0.2
Spanish	3.2	3.1	3.2	0.5

Source: National Early Intervention Longitudinal Study.

**Table A-7a. Percentage distribution of parents' ratings when child was 36 months old of the number of professionals working with the child over entire time in early intervention**

Rating of number of professionals working with child	Too many	About right	Not enough
<b>Total population estimate</b>	4.2	88.8	7.0
<b>Child's eligibility category</b>			
Developmental delay	3.6	89.2	7.1
Diagnosed condition	4.2	87.5	8.3
At risk of developmental delay	5.8	90.4	3.8
<b>Child's age at entry into early intervention/initial IFSP</b>			
Less than 12 months	4.7	88.5	6.7
12 months to less than 24 months	3.3	90.0	6.8
24 months and older	4.5	88.0	7.5
<b>Child's gender</b>			
Male	4.2	88.4	7.3
Female	4.1	89.4	6.4
<b>Child's race/ethnicity</b>			
Caucasian	3.3	90.5	6.2
African-American	5.4	87.7	6.9
Hispanic	3.8	86.3	9.9
Asian or Pacific Islander	1.8	89.8	8.4
Mixed race or "other"	11.4	82.9	5.7
<b>Primary female caregiver's educational attainment***</b>			
Less than high school diploma	4.8	87.7	7.5
GED or high school degree	2.2	91.4	6.4
Some college	4.5	86.8	8.7
Bachelor's degree or higher	5.8	88.6	5.6
<b>Household income</b>			
\$15,000 or less	4.2	88.6	7.2
\$15,001-\$25,000	3.8	87.3	9.0
\$25,001-\$50,000	4.7	87.7	7.6
\$50,001-\$75,000	3.3	90.1	6.6
Over \$75,000	4.5	91.3	4.2
<b>Number of adults in household**</b>			
One	7.0	84.1	8.9
More than one	3.6	89.8	6.6
<b>Language of interview**</b>			
English	4.4	88.8	6.9
Spanish	1.6	89.5	8.9

*Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .*

Source: National Early Intervention Longitudinal Study.

**Table A-7b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of the number of professionals working with the child over entire time in early intervention**

Rating of number of professionals working with child	Too many	About right	Not enough
<b>Total population estimate</b>	0.5	0.5	0.7
<b>Child's eligibility category</b>			
Developmental delay	0.5	0.7	1.0
Diagnosed condition	0.8	1.6	1.7
At risk of developmental delay	1.4	1.9	1.4
<b>Child's age at entry into early intervention/initial IFSP</b>			
Less than 12 months	0.7	1.1	0.9
12 months to less than 24 months	1.0	1.2	1.8
24 months and older	0.5	1.1	1.0
<b>Child's gender</b>			
Male	0.8	1.0	1.1
Female	0.8	0.7	0.7
<b>Child's race/ethnicity</b>			
Caucasian	0.8	0.8	1.1
African-American	1.6	2.3	1.0
Hispanic	0.8	1.0	1.2
Asian or Pacific Islander	1.3	2.7	2.3
Mixed race or "other"	3.8	3.0	2.7
<b>Primary female caregiver's educational attainment</b>			
Less than high school diploma	0.9	1.6	1.1
GED or high school degree	0.8	1.5	0.9
Some college	0.9	1.2	1.3
Bachelor's degree or higher	1.3	0.9	1.1
<b>Household income</b>			
\$15,000 or less	1.0	0.9	1.1
\$15,001-\$25,000	1.0	2.1	1.4
\$25,001-\$50,000	0.8	0.9	1.2
\$50,001-\$75,000	0.7	1.3	1.4
Over \$75,000	1.4	1.7	1.7
<b>Number of adults in household</b>			
One	1.6	2	1.5
More than one	0.5	0.7	0.8
<b>Language of interview</b>			
English	0.5	0.6	0.8
Spanish	0.7	2.1	1.6

Source: National Early Intervention Longitudinal Study.

**Table A-8a. Percentage distribution of parents' ratings when child was 36 months old of professionals' communication with each other over entire time in early intervention**

Rating of professionals' communication with each other	Excellent	Good	Fair	Poor	Some do, some don't	Only one professional
<b>Total population estimate</b>	52.4	35.4	7.3	2.6	0.8	1.4
<b>Child's eligibility category***</b>						
Developmental delay	54.1	34.0	6.7	2.4	0.6	2.2
Diagnosed condition	47.8	38.5	8.7	3.2	1.8	0.1
At risk of developmental delay	55.3	33.7	7.8	2.5	0.2	0.5
<b>Child's age at entry into early intervention/initial IFSP***</b>						
Less than 12 months	52.3	36.5	7.4	2.9	0.7	0.2
12 months to less than 24 months	55.3	33.5	6.8	2.3	0.8	1.4
24 months and older	49.6	35.8	7.9	2.5	0.9	3.3
<b>Child's gender</b>						
Male	53.8	34.5	6.9	2.4	0.7	1.7
Female	50.3	36.8	8.1	2.9	0.9	1.0
<b>Child's race/ethnicity***</b>						
Caucasian	54.1	34.4	6.4	2.1	1.1	1.9
African-American	48.9	38.6	8.2	3.5	0	0.7
Hispanic	49.5	35.2	9.6	3.0	1.3	1.4
Asian or Pacific Islander	53.8	36.7	5.3	2.9	0	1.4
Mixed race or "other"	56.9	31.8	7.8	3.2	0	0.2
<b>Primary female caregiver's educational attainment***</b>						
Less than high school diploma	47.9	41.8	5.8	3.9	0.3	0.4
GED or high school degree	56.8	33.6	7.0	1.8	0.4	0.4
Some college	50.5	36	7.7	2.5	1.2	2.0
Bachelor's degree or higher	50.6	33.9	8.5	3.1	1.1	2.8
<b>Household income***</b>						
\$15,000 or less	52.3	35.9	8.2	3.0	0.5	0.2
\$15,001-\$25,000	48.5	38.6	7.5	3.0	1.2	1.3
\$25,001-\$50,000	52.8	35.0	6.8	2.9	0.8	1.7
\$50,001-\$75,000	56.5	31.1	6.2	2.1	1.2	2.9
Over \$75,000	50.7	36.7	8.9	1.9	0.5	1.3
<b>Number of adults in household</b>						
One	54.2	33.3	8.5	3.2	0.3	0.4
More than one	51.7	36.0	7.2	2.5	0.9	1.6
<b>Language of interview</b>						
English	53.4	34.5	7.3	2.5	0.8	1.5
Spanish	36.6	49.4	8.0	4.6	0.5	0.8

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.



**Table A-8b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of professionals' communication with each other during entire time in early intervention**

Rating of professionals' communication with each other	Excellent	Good	Fair	Poor	Some do, some don't	Only one professional
<b>Total population estimate</b>	2.5	1.6	0.6	0.5	0.2	0.2
<b>Child's eligibility category</b>						
Developmental delay	2.2	1.7	0.5	0.5	0.2	0.4
Diagnosed condition	2.5	2.1	1.6	0.5	0.7	0.1
At risk of developmental delay	7.3	4.5	2.7	1.1	0.2	0.5
<b>Child's age at entry into early intervention/initial IFSP</b>						
Less than 12 months	4.3	2.3	1.8	0.8	0.3	0.2
12 months to less than 24 months	2.2	1.7	1.1	0.5	0.4	0.4
24 months and older	2.8	2.6	1.3	0.7	0.5	0.9
<b>Child's gender</b>						
Male	2.0	1.6	0.4	0.6	0.2	0.4
Female	4.0	2.6	1.5	0.6	0.3	0.3
<b>Child's race/ethnicity</b>						
Caucasian	1.9	1.4	0.8	0.5	0.4	0.3
African-American	4.9	3.0	2.1	1.1	0	0.4
Hispanic	4.0	3.9	2.2	0.9	0.9	0.6
Asian or Pacific Islander	11.7	8.2	1.9	3.5	0	3.0
Mixed race or "other"	5.6	5.8	1.2	1.6	0	0.3
<b>Primary female caregiver's educational attainment</b>						
Less than high school diploma	4.7	4.8	1.4	0.9	0.2	0.3
GED or high school degree	4.5	3.4	1.2	0.7	0.2	0.3
Some college	1.7	1.8	1.5	0.6	0.3	0.5
Bachelor's degree or higher	2.5	1.8	1.0	0.7	0.7	0.7
<b>Household income</b>						
\$15,000 or less	5.2	3.8	1.6	0.6	0.1	0.1
\$15,001-\$25,000	3.0	2.2	1.3	1.2	0.7	0.5
\$25,001-\$50,000	1.9	1.4	0.9	0.7	0.4	0.8
\$50,001-\$75,000	2.8	2.9	0.8	0.8	0.4	1.5
Over \$75,000	2.9	1.8	2.0	0.9	0.3	0.6
<b>Number of adults in household</b>						
One	5.0	3.9	1.7	0.8	0.4	0.3
More than one	2.4	1.5	0.8	0.5	0.2	0.3
<b>Language of interview</b>						
English	2.4	1.5	0.7	0.5	0.2	0.3
Spanish	6.6	6.1	1.8	2.1	0.5	0.6

Source: National Early Intervention Longitudinal Study.

**Table A-9a. Percentage distribution of parents' ratings when child was 36 months old of impact of early intervention services on child's development**

Rating of impact of EI services on child's development	No impact	Some impact	A lot of impact	Too soon to tell
<b>Total population estimate</b>	3.9	20.8	74.8	0.5
<b>Child's eligibility category**</b>				
Developmental delay	4.0	20.9	74.3	0.8
Diagnosed condition	2.9	22.1	75.0	0
At risk of developmental delay	4.0	19.1	76.6	0.2
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	3.5	21.0	75.2	0.2
12 months to less than 24 months	4.6	20.2	74.3	0.9
24 months and older	3.8	21.0	74.8	0.3
<b>Child's gender</b>				
Male	4.7	20.5	74.2	0.6
Female	2.8	21.2	75.8	0.3
<b>Child's race/ethnicity***</b>				
Caucasian	2.8	19.7	76.8	0.7
African-American	6.7	17.0	76.2	0.1
Hispanic	4.8	27.3	67.7	0.2
Asian or Pacific Islander	1.4	29.7	68.9	0
Mixed race or "other"	4.5	20.5	74.0	1
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	7.6	24.4	67.8	0.2
GED or high school degree	4.6	18.6	76.5	0.3
Some college	2.6	20.4	76.6	0.3
Bachelor's degree or higher	2.4	22.4	74.2	1.0
<b>Household income***</b>				
\$15,000 or less	6.1	21.4	72.4	0.1
\$15,001-\$25,000	5.4	21.8	72.2	0.6
\$25,001-\$50,000	2.3	18.9	78.6	0.1
\$50,001-\$75,000	3.5	19.5	75.5	1.5
Over \$75,000	2.0	23.4	74.5	0.2
<b>Number of adults in household***</b>				
One	5.2	21.8	73.0	0
More than one	3.8	20.7	74.9	0.6
<b>Language of interview</b>				
English	3.8	20.2	75.6	0.5
Spanish	7.0	30.9	61.5	0.6

*Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .*

Source: National Early Intervention Longitudinal Study.

**Table A-9b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of early intervention services on child's development**

Rating of impact of EI services on child's development	No impact	Some impact	A lot of impact	Too soon to tell
<b>Total population estimate</b>	0.5	1.1	1.6	0.2
<b>Child's eligibility category</b>				
Developmental delay	0.6	2.1	2.8	0.4
Diagnosed condition	0.9	2.0	1.8	0
At risk of developmental delay	1.0	3.7	4.1	0.3
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	0.8	1.5	2.0	0.1
12 months to less than 24 months	1.1	1.3	2.5	0.7
24 months and older	0.7	2.8	3.1	0.2
<b>Child's gender</b>				
Male	0.7	1.5	2.2	0.3
Female	0.7	1.0	1.4	0.2
<b>Child's race/ethnicity</b>				
Caucasian	0.5	2.0	2.7	0.4
African-American	1.7	1.8	2.5	0.1
Hispanic	1.7	3.0	1.9	0.3
Asian or Pacific Islander	1.1	4.2	4.1	0
Mixed race or "other"	2.9	3.7	4.8	0.9
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	1.4	4.1	4.4	0.3
GED or high school degree	0.6	1.5	1.7	0.1
Some college	0.7	2.9	3.0	0.1
Bachelor's degree or higher	1.0	2.1	3.3	0.7
<b>Household income</b>				
\$15,000 or less	0.8	1.3	1.4	0.1
\$15,001-\$25,000	1.7	3.0	3.6	0.4
\$25,001-\$50,000	0.6	1.1	1.0	0.1
\$50,001-\$75,000	1.1	2.9	4.4	1.2
Over \$75,000	0.7	4.3	4.6	0.2
<b>Number of adults in household</b>				
One	1.4	2.6	3.4	0
More than one	0.7	1.3	2.0	0.3
<b>Language of interview</b>				
English	0.7	1.1	1.9	0.2
Spanish	2.9	4.4	4.6	0.9

Source: National Early Intervention Longitudinal Study.

**Table A-10a. Percentage distribution of parents' ratings of the child's current overall life situation when child was 36 months old**

Rating of child's current overall life situation	Excellent	Very good	Good	Fair	Poor
<b>Total population estimate</b>	38.8	31.0	23.5	5.8	0.9
<b>Child's eligibility category***</b>					
Developmental delay	38.1	31.5	24.1	5.8	0.6
Diagnosed condition	37.5	32.2	22.6	5.7	2.1
At risk of developmental delay	46.0	28.2	20.8	4.2	0.7
<b>Child's age at entry into early intervention/initial IFSP</b>					
Less than 12 months	42.9	27.8	22.9	5.7	0.8
12 months to less than 24 months	38.6	31.3	23.5	5.7	0.9
24 months and older	33.2	35.3	24.2	6.1	1.1
<b>Child's gender*</b>					
Male	39.7	29.8	23.7	6.1	0.8
Female	37.5	32.9	23.1	5.3	1.2
<b>Child's race/ethnicity***</b>					
Caucasian	41.9	34.0	18.5	4.9	0.6
African-American	33.1	29.9	28.6	7.2	1.1
Hispanic	36.6	23.7	31.0	7.5	1.2
Asian or Pacific Islander	39.7	34.2	21.0	2.0	3.0
Mixed race or "other"	35.2	24.6	32.5	6.8	0.9
<b>Primary female caregiver's educational attainment***</b>					
Less than high school diploma	34.4	25.6	31.5	6.0	2.6
GED or high school degree	33.6	31.3	25.6	8.5	1.0
Some college	38.6	33.8	21.6	5.3	0.7
Bachelor's degree or higher	47.9	31.0	18.1	2.9	0.1
<b>Household income***</b>					
\$15,000 or less	30.9	28.4	30.9	8.8	0.9
\$15,001-\$25,000	32.5	32.1	27.7	6.3	1.4
\$25,001-\$50,000	37.2	34.7	22.4	4.5	1.2
\$50,001-\$75,000	49.1	29.3	17.4	3.3	0.9
Over \$75,000	53.9	27.5	14.1	4.5	0
<b>Number of adults in household***</b>					
One	27.9	30.4	33.0	7.6	1.1
More than one	40.7	31.2	21.9	5.2	0.9
<b>Language of interview**</b>					
English	39.7	31.6	22.5	5.3	0.8
Spanish	23.4	20.7	39.3	14.3	2.3

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-10b. Standard errors for percentage distribution of parents' ratings of the child's current overall life situation when child was 36 months old**

Rating of child's current overall life situation	Excellent	Very good	Good	Fair	Poor
<b>Total population estimate</b>	1.2	1.0	0.4	0.5	0.3
<b>Child's eligibility category</b>					
Developmental delay	1.7	1.7	1.3	0.8	0.2
Diagnosed condition	2.6	3.4	2.1	1.2	1.1
At risk of developmental delay	5.0	3.3	2.0	1.1	0.6
<b>Child's age at entry into early intervention/initial IFSP</b>					
Less than 12 months	1.9	1.3	1.2	0.6	0.4
12 months to less than 24 months	1.1	1.5	1.5	0.8	0.4
24 months and older	2.9	2.8	1.3	1.1	0.5
<b>Child's gender</b>					
Male	1.2	1.3	0.8	0.7	0.3
Female	1.6	1.3	1.4	0.6	0.3
<b>Child's race/ethnicity</b>					
Caucasian	2.1	1.2	1.0	0.8	0.2
African-American	1.9	1.6	1.7	0.9	0.9
Hispanic	3.5	2.5	2.6	1.6	1.0
Asian or Pacific Islander	5.7	6.2	6.6	1.0	2.2
Mixed race or "other"	4.8	4.1	5.6	2.8	0.8
<b>Primary female caregiver's educational attainment</b>					
Less than high school diploma	1.9	2.8	2.7	0.9	1.3
GED or high school degree	1.4	1.5	1.7	1.9	0.4
Some college	4.0	2.3	1.9	1.0	0.4
Bachelor's degree or higher	1.9	1.9	1.2	0.7	0.1
<b>Household income</b>					
\$15,000 or less	1.4	1.4	1.8	2.0	0.6
\$15,001-\$25,000	3.5	1.8	2.2	1.3	0.7
\$25,001-\$50,000	1.9	1.9	1.9	1.2	0.6
\$50,001-\$75,000	3.8	3.1	2.2	0.8	0.4
Over \$75,000	2.6	1.4	1.6	1.7	0
<b>Number of adults in household</b>					
One	3.3	2.6	3.2	1.0	0.5
More than one	1.4	1.2	0.7	0.6	0.3
<b>Language of interview</b>					
English	1.3	1.1	0.5	0.6	0.2
Spanish	3.6	2.1	4.5	1.7	2.6

Source: National Early Intervention Longitudinal Study.

**Table A-11a. Percentage distribution of parents' ratings when child was 36 months old of the quality of help and information provided to the family over the entire time in early intervention**

Rating of overall quality of EI help and information provided to the family	Excellent	Good	Fair	Poor	Some OK, some not	No help
<b>Total population estimate</b>	55.5	33.8	8.1	1.8	0.5	0.4
<b>Child's eligibility category*</b>						
Developmental delay	56.2	33.1	7.6	2.3	0.6	0.2
Diagnosed condition	54.4	35.9	7.8	1.5	0.2	0.2
At risk of developmental delay	58.4	31.8	9.2	0.3	0.3	0
<b>Child's age at entry into early intervention/initial IFSP***</b>						
Less than 12 months	55.7	35.1	7.4	1.5	0.4	0
12 months to less than 24 months	56.3	31.5	8.1	2.4	0.6	1.0
24 months and older	54.2	34.3	9.1	1.6	0.5	0.3
<b>Child's gender *</b>						
Male	55.0	33.6	8.7	1.6	0.5	0.6
Female	56.3	34.1	7.2	2.1	0.4	0.1
<b>Child's race/ethnicity***</b>						
Caucasian	59.3	32.9	5.8	0.9	0.5	0.7
African-American	49.8	33.6	12.7	3.5	0.4	0
Hispanic	50.1	37.4	10.2	1.9	0.2	0.1
Asian or Pacific Islander	58.8	29.8	8.5	2.4	0.5	0
Mixed race or "other"	52.5	35.9	7.4	3.1	0.7	0.4
<b>Primary female caregiver's educational attainment***</b>						
Less than high school diploma	54.7	32.6	10.8	1.9	0.1	0
GED or high school degree	56.2	33.0	7.7	1.8	0.3	0.9
Some college	55.2	34.1	8.0	1.9	0.6	0.1
Bachelor's degree or higher	54.6	35.6	7.4	1.3	0.7	0.4
<b>Household income***</b>						
\$15,000 or less	51.8	34.3	10.9	1.8	0.3	0.9
\$15,001-\$25,000	52.5	33.1	11.4	2.7	0.3	0
\$25,001-\$50,000	57.0	34.3	6.2	1.6	0.8	0.1
\$50,001-\$75,000	60.4	32.1	5.0	1.7	0.1	0.7
Over \$75,000	58.4	33.2	7.1	0.8	0.1	0.3
<b>Number of adults in household***</b>						
One	54.4	29.8	12.6	3.2	0	0
More than one	55.6	34.5	7.3	1.5	0.5	0.5
<b>Language of interview***</b>						
English	56.3	33.4	7.6	1.7	0.4	0.4
Spanish	40.9	39.4	16.4	2.6	0.7	0

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-11b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of the quality of help and information provided to the family over the entire time in early intervention**

Rating of overall quality of EI help and information provided to the family	Excellent	Good	Fair	Poor	Some OK, some not	No help
<b>Total population estimate</b>	1.2	1.1	1.0	0.3	0.1	0.3
<b>Child's eligibility category</b>						
Developmental delay	1.7	1.2	0.9	0.6	0.2	0.1
Diagnosed condition	1.8	3.0	1.6	0.3	0.1	0.2
At risk of developmental delay	3.9	3.9	1.3	0.3	0.3	0
<b>Child's age at entry into early intervention/initial IFSP</b>						
Less than 12 months	2.0	1.4	1.0	0.3	0.1	0
12 months to less than 24 months	1.7	2.0	0.8	0.7	0.4	0.9
24 months and older	1.9	1.8	1.6	0.3	0.3	0.2
<b>Child's gender</b>						
Male	1.5	1.2	1.2	0.4	0.2	0.4
Female	1.4	1.3	0.8	0.3	0.2	0.1
<b>Child's race/ethnicity</b>						
Caucasian	1.6	1.4	0.6	0.3	0.1	0.5
African-American	2.2	2.3	2.5	1.1	0.3	0
Hispanic	3.0	2.2	2.6	0.5	0.2	0.1
Asian or Pacific Islander	6.9	5.3	3.9	1.8	0.8	0
Mixed race or "other"	5.2	4.5	1.7	2.8	0.8	0.4
<b>Primary female caregiver's educational attainment</b>						
Less than high school diploma	3.5	2.7	1.8	1.0	0.1	0
GED or high school degree	1.4	1.6	1.2	0.5	0.2	0.8
Some college	2.1	1.7	0.9	0.4	0.3	0.1
Bachelor's degree or higher	1.7	1.6	1.5	0.5	0.3	0.2
<b>Household income</b>						
\$15,000 or less	3.5	2.4	1.8	0.5	0.2	0.8
\$15,001-\$25,000	3.3	3.1	1.0	0.9	0.3	0
\$25,001-\$50,000	2.9	2.8	0.9	0.4	0.3	0.1
\$50,001-\$75,000	3.3	1.8	1.4	0.9	0.1	0.5
Over \$75,000	2.5	3.1	1.5	0.5	0.1	0.3
<b>Number of adults in household</b>						
One	3.4	3.2	2.3	0.8	0	0
More than one	1.6	1.3	0.9	0.3	0.1	0.3
<b>Language of interview</b>						
English	1.2	1.1	0.9	0.3	0.1	0.3
Spanish	4.0	3.8	4.6	1	0.6	0

Source: National Early Intervention Longitudinal Study.

**Table A-12a. Percentage distribution of parents' ratings when child was 36 months old of how help and information provided over the entire time in early intervention has affected their family**

Rating of effect of EI help and information on family	Much better off	Somewhat better off	About the same	Worse off	Too soon to tell
<b>Total population estimate</b>	59.2	23.0	16.4	1.2	0.3
<b>Child's eligibility category**</b>					
Developmental delay	58.4	23.6	16.2	1.4	0.4
Diagnosed condition	63.6	22.9	12.5	0.9	0
At risk of developmental delay	57.7	21.2	20.4	0.4	0.3
<b>Child's age at entry into early intervention/initial IFSP***</b>					
Less than 12 months	59.7	22.3	16.6	1.2	0.2
12 months to less than 24 months	60.2	22.9	16.1	0.9	0
24 months and older	57.5	24.1	16.5	1.3	0.6
<b>Child's gender</b>					
Male	59.8	23.6	15.4	1.2	0.1
Female	58.4	22.0	17.9	1.1	0.5
<b>Child's race/ethnicity***</b>					
Caucasian	66.3	23.6	9.8	0.3	0
African-American	44.3	19.9	32.7	2.1	1.0
Hispanic	56.8	21.4	19.3	2.5	0
Asian or Pacific Islander	48.1	33.2	16.8	2.0	0
Mixed race or "other"	60.7	25.2	12.5	1.0	0.7
<b>Primary female caregiver's educational attainment***</b>					
Less than high school diploma	55.7	20.5	20.7	3.0	0
GED or high school degree	57.7	19.2	21.3	1.1	0.7
Some college	61.4	23.7	14.0	0.8	0.1
Bachelor's degree or higher	60.4	28.6	10.5	0.5	0
<b>Household income***</b>					
\$15,000 or less	53.4	19.9	23.7	2.1	0.8
\$15,001-\$25,000	52.5	22.3	22.3	2.7	0.3
\$25,001-\$50,000	63.6	22.6	13.4	0.5	0
\$50,001-\$75,000	64.5	26.0	9.5	0	0
Over \$75,000	63.3	28.4	7.6	0.6	0
<b>Number of adults in household***</b>					
One	54.3	17.9	26.1	1.7	0
More than one	60.1	24.0	14.6	1.1	0.3
<b>Language of interview</b>					
English	59.3	22.9	16.5	1.1	0.3
Spanish	58.0	25.0	15.0	2.1	0

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.



**Table A-12b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of how help and information provided over the entire time in early intervention has affected their family**

Rating of effect of EI help and information on family	Much better off	Somewhat better off	About the same	Worse off	Too soon to tell
<b>Total population estimate</b>	1.0	1.1	0.6	0.2	0.2
<b>Child's eligibility category</b>					
Developmental delay	0.9	1.1	0.8	0.5	0.4
Diagnosed condition	3.3	1.6	2.5	0.4	0
At risk of developmental delay	3.4	3.7	2.9	0.4	0.2
<b>Child's age at entry into early intervention/initial IFSP</b>					
Less than 12 months	2.1	1.4	1.4	0.4	0.1
12 months to less than 24 months	1.1	0.9	1.6	0.4	0
24 months and older	1.6	2.2	1	0.6	0.6
<b>Child's gender</b>					
Male	1.4	1.1	1	0.4	0.1
Female	1.4	2.1	1.8	0.5	0.4
<b>Child's race/ethnicity</b>					
Caucasian	1.7	1.2	0.7	0.1	0
African-American	4.2	1.4	3.9	1.1	0.9
Hispanic	3.1	3.6	2.5	1.2	0
Asian or Pacific Islander	10.5	7.3	4.9	1.1	0
Mixed race or "other"	6.7	3.9	3	1.1	0.8
<b>Primary female caregiver's educational attainment</b>					
Less than high school diploma	4.4	2.9	2.8	1.1	0
GED or high school degree	3.5	2.5	1.7	0.7	0.6
Some college	1.7	1.4	2.1	0.4	0.1
Bachelor's degree or higher	2.6	2.6	1.4	0.2	0
<b>Household income</b>					
\$15,000 or less	2.4	1.1	2.5	1	0.7
\$15,001-\$25,000	2.3	2.3	1.3	1.5	0.3
\$25,001-\$50,000	1.8	1.7	1.1	0.3	0
\$50,001-\$75,000	3.6	2.1	1.8	0	0
Over \$75,000	3.7	3.8	1.5	0.5	0
<b>Number of adults in household</b>					
One	2.8	1.9	3.8	1.5	0
More than one	1.2	1.2	0.5	0.2	0.3
<b>Language of interview</b>					
English	1.1	1.2	0.5	0.3	0.2
Spanish	5.6	4.8	4.3	1.1	0

Source: National Early Intervention Longitudinal Study.

**Table A-13a. Percentage distribution of parents' reports when child was 36 months old of their feelings about special needs professionals over the entire time in early intervention**

I have good feelings about the professionals who work with children with special needs and their families	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	65.1	32.9	1.4	0.6
<b>Child's eligibility category*</b>				
Developmental delay	66.0	32.0	1.4	0.6
Diagnosed condition	58.1	40.7	0.8	0.5
At risk of developmental delay	70.9	27.3	1.6	0.2
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	64.5	33.5	1.4	0.6
12 months to less than 24 months	66.6	31.5	1.4	0.5
24 months and older	64.3	33.8	1.3	0.7
<b>Child's gender</b>				
Male	65.1	32.9	1.4	0.6
Female	65.1	33.0	1.3	0.6
<b>Child's race/ethnicity***</b>				
Caucasian	68.7	29.7	1.2	0.3
African-American	64.1	33.1	1.6	1.2
Hispanic	56.0	42.3	1.7	0
Asian or Pacific Islander	63.9	34.7	0	1.4
Mixed race or "other"	60.7	35.9	1.8	1.7
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	63.6	35.2	1	0.1
GED or high school degree	65.6	32.3	1.8	0.3
Some college	63.7	34.2	1.3	0.9
Bachelor's degree or higher	66.8	31.2	1.2	0.7
<b>Household income***</b>				
\$15,000 or less	63.5	35.3	0.6	0.5
\$15,001-\$25,000	56.8	40.7	2.3	0.2
\$25,001-\$50,000	67.1	30.5	1.5	0.8
\$50,001-\$75,000	69.7	27.5	1.8	1
Over \$75,000	71.0	27.6	1.2	0.2
<b>Number of adults in household</b>				
One	66.8	31.5	0.9	0.8
More than one	64.8	33.2	1.5	0.5
<b>Language of interview**</b>				
English	66.3	31.8	1.3	0.6
Spanish	45.3	52.4	2.3	0

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-13b. Standard errors for percentage distribution of parents' reports when child was 36 months old of their feelings about special needs professionals over the entire time in early intervention**

I have good feelings about the professionals who work with children with special needs and their families	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	2.1	2.0	0.4	0.1
<b>Child's eligibility category</b>				
Developmental delay	2.2	2.1	0.4	0.1
Diagnosed condition	2.3	2.4	0.4	0.3
At risk of developmental delay	4.2	3.8	0.9	0.3
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	3.5	3.3	0.4	0.2
12 months to less than 24 months	1.4	1.4	0.5	0.3
24 months and older	2.4	2.3	0.5	0.3
<b>Child's gender</b>				
Male	1.8	1.7	0.4	0.2
Female	3.1	2.8	0.4	0.3
<b>Child's race/ethnicity</b>				
Caucasian	1.5	1.3	0.4	0.1
African-American	3.4	3.2	0.7	0.7
Hispanic	6.4	5.8	0.7	0
Asian or Pacific Islander	3.0	3.0	0	1.1
Mixed race or "other"	5.0	6.3	2.1	1.3
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	4.0	3.8	0.6	0.1
GED or high school degree	2.4	2.4	0.7	0.2
Some college	3.0	2.9	0.5	0.4
Bachelor's degree or higher	1.9	1.7	0.5	0.2
<b>Household income</b>				
\$15,000 or less	4.0	3.7	0.2	0.3
\$15,001-\$25,000	3.9	3.3	0.9	0.2
\$25,001-\$50,000	3.2	3.0	0.5	0.3
\$50,001-\$75,000	2.9	2.6	0.9	0.5
Over \$75,000	3.2	3.3	0.6	0.3
<b>Number of adults in household</b>				
One	4.4	3.9	0.5	0.5
More than one	2.0	1.8	0.4	0.1
<b>Language of interview</b>				
English	1.9	1.7	0.4	0.1
Spanish	6.9	6.2	1.0	0

Source: National Early Intervention Longitudinal Study.

**Table A-14a. Percentage distribution of parents' reports when child was 36 months old of early intervention professionals' respect for their family's values and cultural background over the entire time in early intervention**

The early intervention professionals respect the values and cultural background of my family	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	61.5	36.5	1.4	0.6
<b>Child's eligibility category</b>				
Developmental delay	62.4	35.6	1.3	0.7
Diagnosed condition	56.4	41.8	1.5	0.3
At risk of developmental delay	65.8	32.3	1.3	0.5
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	60.4	37.4	1.7	0.5
12 months to less than 24 months	64.4	34.5	0.9	0.2
24 months and older	59.8	37.3	1.7	1.1
<b>Child's gender</b>				
Male	61.7	36.6	1.3	0.5
Female	61.2	36.3	1.7	0.8
<b>Child's race/ethnicity***</b>				
Caucasian	66.5	32.4	0.7	0.4
African-American	55.8	39.7	2.7	1.8
Hispanic	53.6	44.5	1.9	0
Asian or Pacific Islander	61.2	37.4	1.4	0
Mixed race or "other"	55.9	40.7	2.9	0.5
<b>Primary female caregiver's educational attainment**</b>				
Less than high school diploma	53.9	43.7	1.6	0.8
GED or high school degree	61.5	36.8	1.1	0.5
Some college	59.2	38.3	1.6	0.8
Bachelor's degree or higher	69.0	29.2	1.4	0.4
<b>Household income***</b>				
\$15,000 or less	54.5	42.9	1.9	0.7
\$15,001-\$25,000	54.6	43.1	1.7	0.6
\$25,001-\$50,000	65.0	33.2	1.4	0.4
\$50,001-\$75,000	69.6	28.5	1.1	0.9
Over \$75,000	69.8	29.1	1.0	0
<b>Number of adults in household</b>				
One	56.5	39.7	2.4	1.4
More than one	62.7	35.5	1.3	0.5
<b>Language of interview*</b>				
English	62.7	35.2	1.4	0.6
Spanish	39.9	58.6	1.5	0

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-14b. Standard errors for percentage distribution of parents' reports when child was 36 months old of early intervention professionals' respect for their family's values and cultural background over the entire time in early intervention**

The early intervention professionals respect the values and cultural background of my family	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	2.3	2.1	0.3	0.2
<b>Child's eligibility category</b>				
Developmental delay	2.7	2.8	0.2	0.2
Diagnosed condition	2.3	2.2	0.7	0.2
At risk of developmental delay	2.9	2.8	0.7	0.5
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	3.0	2.7	0.4	0.2
12 months to less than 24 months	1.6	1.5	0.4	0.2
24 months and older	3.0	2.9	0.4	0.5
<b>Child's gender</b>				
Male	2.4	2.3	0.3	0.2
Female	2.8	2.5	0.4	0.3
<b>Child's race/ethnicity</b>				
Caucasian	2.0	2.0	0.1	0.1
African-American	5.0	4.9	0.6	0.7
Hispanic	5.5	4.8	0.8	0
Asian or Pacific Islander	3.0	2.9	1.1	0
Mixed race or "other"	7.7	7.9	2.2	0.8
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	4.0	3.7	0.6	0.5
GED or high school degree	2.8	3.0	0.3	0.3
Some college	2.6	2.5	0.4	0.3
Bachelor's degree or higher	2.9	2.5	0.5	0.1
<b>Household income</b>				
\$15,000 or less	5.5	5.4	0.5	0.4
\$15,001-\$25,000	3.1	2.8	0.9	0.4
\$25,001-\$50,000	2.8	2.9	0.3	0.2
\$50,001-\$75,000	3.5	3.5	0.3	0.5
Over \$75,000	5.1	5.0	0.6	0
<b>Number of adults in household</b>				
One	6.4	6.0	1.0	0.8
More than one	1.8	1.6	0.3	0.1
<b>Language of interview</b>				
English	2.3	2.1	0.2	0.2
Spanish	5.1	4.6	0.8	0

Source: National Early Intervention Longitudinal Study.

**Table A-15a. Percentage distribution of parents' perceptions when child was 36 months old of whether the professionals serving them ignore their opinions**

The early intervention professionals giving services to my family ignore my opinions	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	2.7	5.7	40.8	50.8
<b>Child's eligibility category**</b>				
Developmental delay	2.9	5.3	40.9	50.9
Diagnosed condition	1.7	5.6	42.6	50.1
At risk of developmental delay	3.1	6.6	35.2	55.1
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	2.2	5.8	40.9	51.2
12 months to less than 24 months	2.3	5.6	41.3	50.8
24 months and older	3.7	5.9	40.1	50.3
<b>Child's gender</b>				
Male	3.0	5.0	40.5	51.4
Female	2.1	6.8	41.2	49.9
<b>Child's race/ethnicity***</b>				
Caucasian	2.0	4.3	34.2	59.5
African-American	4.0	7.3	48.4	40.3
Hispanic	2.2	8.5	54.8	34.4
Asian or Pacific Islander	7.1	7.7	35.2	50.0
Mixed race or "other"	2.3	4.6	41.5	51.6
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	3.1	10.0	46.2	40.8
GED or high school degree	3.0	6.1	44.2	46.7
Some college	2.5	4.1	41.5	51.9
Bachelor's degree or higher	1.8	4.6	33.2	60.4
<b>Household income***</b>				
\$15,000 or less	5.0	7.5	47.5	40.0
\$15,001-\$25,000	2.1	10.3	45.2	42.4
\$25,001-\$50,000	2.6	3.4	40.1	53.9
\$50,001-\$75,000	0.8	4.7	31.7	62.7
Over \$75,000	0.4	2.2	33.7	63.7
<b>Number of adults in household**</b>				
One	5.8	7.9	40.2	46.1
More than one	2.1	5.4	41.0	51.5
<b>Language of interview**</b>				
English	2.6	5.4	38.7	53.3
Spanish	3.4	12.1	76.3	8.2

*Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .*

Source: National Early Intervention Longitudinal Study.

**Table A-15b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of whether the professionals serving them ignore their opinions**

The early intervention professionals giving services to my family ignore my opinions	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	0.4	0.5	1.5	1.8
<b>Child's eligibility category</b>				
Developmental delay	0.4	0.5	1.2	1.5
Diagnosed condition	0.6	1.0	3.2	3.0
At risk of developmental delay	1.8	1.9	3.5	3.4
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	0.9	0.8	2.4	2.5
12 months to less than 24 months	0.5	1.1	1.3	1.8
24 months and older	0.9	0.8	2.2	2.6
<b>Child's gender</b>				
Male	0.4	0.8	1.4	1.9
Female	0.7	0.7	2.4	2.8
<b>Child's race/ethnicity</b>				
Caucasian	0.4	0.5	2.1	2.0
African-American	1.0	1.2	2.5	3.7
Hispanic	0.6	1.6	5.3	5.6
Asian or Pacific Islander	5.2	4.4	6.6	5.2
Mixed race or "other"	1.9	2.5	5.2	5.6
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	1.5	1.6	3.9	5.3
GED or high school degree	0.8	1.0	1.8	2.8
Some college	0.5	0.8	1.9	1.8
Bachelor's degree or higher	0.4	1.3	2.7	1.9
<b>Household income</b>				
\$15,000 or less	1.4	0.9	2.8	4.0
\$15,001-\$25,000	0.8	2.4	4.3	3.6
\$25,001-\$50,000	0.8	1.1	1.6	1.5
\$50,001-\$75,000	0.5	1.1	2.9	3.1
Over \$75,000	0.4	0.8	4.9	4.7
<b>Number of adults in household</b>				
One	2.3	1.3	4.3	6.9
More than one	0.4	0.6	1.7	1.8
<b>Language of interview</b>				
English	0.4	0.6	1.6	2.0
Spanish	1.3	2.1	3.2	3.1

Source: National Early Intervention Longitudinal Study.

**Table A-16a. Percentage distribution of parents' perceptions when child was 36 months old of their own knowledge of how to care for their child's basic needs**

I know how to care for my child's basic needs, like feeding, bathing, and dressing	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	85.1	13.7	0.4	0.8
<b>Child's eligibility category</b>				
Developmental delay	85.4	13.6	0.1	0.8
Diagnosed condition	84.4	14.6	0.6	0.5
At risk of developmental delay	87.5	11.5	0.5	0.5
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	85.4	13.3	0.6	0.6
12 months to less than 24 months	85.5	13.3	0	1.2
24 months and older	84.3	14.7	0.4	0.6
<b>Child's gender</b>				
Male	85.2	13.6	0.3	0.8
Female	84.9	13.8	0.5	0.8
<b>Child's race/ethnicity***</b>				
Caucasian	90.6	9.2	0	0.2
African-American	79.5	19.9	0.3	0.3
Hispanic	72.3	22.1	1.6	4.1
Asian or Pacific Islander	78.5	19.7	1.8	0
Mixed race or "other"	94.0	6.0	0	0
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	77.0	19.3	1.6	2.1
GED or high school degree	81.1	17.8	0.3	0.8
Some college	87.1	12.5	0.1	0.2
Bachelor's degree or higher	92.3	6.9	0.2	0.6
<b>Household income***</b>				
\$15,000 or less	77.5	20.7	0.5	1.3
\$15,001-\$25,000	80.8	17.2	0.7	1.3
\$25,001-\$50,000	86.0	13.0	0.6	0.4
\$50,001-\$75,000	92.8	7.1	0	0.1
Over \$75,000	94.9	4.4	0	0.7
<b>Number of adults in household*</b>				
One	79.9	19.4	0.4	0.3
More than one	86.1	12.6	0.4	0.9
<b>Language of interview**</b>				
English	86.7	12.8	0.2	0.3
Spanish	57.4	28.9	3.6	10.2

*Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .*

Source: National Early Intervention Longitudinal Study.



**Table A-16b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of their own knowledge of how to care for their child's basic needs**

I know how to care for my child's basic needs, like feeding, bathing, and dressing	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	0.9	0.8	0.2	0.1
<b>Child's eligibility category</b>				
Developmental delay	0.8	0.7	0.1	0.2
Diagnosed condition	1.2	1.3	0.5	0.4
At risk of developmental delay	2.0	1.9	0.6	0.4
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.1	0.9	0.3	0.3
12 months to less than 24 months	0.9	1.0	0	0.4
24 months and older	2.5	2.3	0.3	0.3
<b>Child's gender</b>				
Male	1.2	1.0	0.2	0.1
Female	1.5	1.4	0.3	0.2
<b>Child's race/ethnicity</b>				
Caucasian	1.0	1.1	0	0.2
African-American	1.3	1.3	0.3	0.4
Hispanic	3.4	2.3	0.6	1.0
Asian or Pacific Islander	2.6	3.7	2.3	0
Mixed race or "other"	3.0	3.0	0	0
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	3.8	3.1	0.8	0.5
GED or high school degree	0.9	0.7	0.2	0.3
Some college	1.9	1.8	0.1	0.2
Bachelor's degree or higher	1.0	1.0	0.2	0.2
<b>Household income</b>				
\$15,000 or less	2.8	2.4	0.2	0.5
\$15,001-\$25,000	1.9	1.7	0.6	0.5
\$25,001-\$50,000	2.1	1.8	0.4	0.1
\$50,001-\$75,000	1.3	1.3	0	0.1
Over \$75,000	1.3	1.1	0	0.5
<b>Number of adults in household</b>				
One	4.1	3.5	0.4	0.3
More than one	1.0	0.9	0.2	0.1
<b>Language of interview</b>				
English	1.0	0.9	0.1	0.1
Spanish	6.7	6.1	1.5	1.5

Source: National Early Intervention Longitudinal Study.

**Table A-17a. Percentage distribution of parents' ratings when child was 36 months old of their own knowledge of how to help their child learn and develop**

I know how to help my child learn and develop	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	64.1	31.8	2.9	1.1
<b>Child's eligibility category***</b>				
Developmental delay	63.1	32.8	3.0	1.1
Diagnosed condition	61.5	34.6	3.0	1.0
At risk of developmental delay	75.2	23.5	0.7	0.5
<b>Child's age at entry into early intervention/initial IFSP*</b>				
Less than 12 months	68.4	28.6	2.3	0.7
12 months to less than 24 months	64.0	31.1	3.5	1.3
24 months and older	58.2	37.0	3.2	1.6
<b>Child's gender</b>				
Male	63.8	31.7	3.5	1.0
Female	64.7	31.8	2.1	1.4
<b>Child's race/ethnicity***</b>				
Caucasian	70.3	27.8	1.7	0.2
African-American	58.7	35.6	4.2	1.5
Hispanic	53.8	36.4	5.2	4.6
Asian or Pacific Islander	57.2	39.7	3.1	0
Mixed race or "other"	58.2	38.0	3.9	0
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	59.0	32.3	6.3	2.4
GED or high school degree	62.8	32.2	3.7	1.4
Some college	61.2	36.5	1.5	0.8
Bachelor's degree or higher	71.8	26.3	1.4	0.5
<b>Household income***</b>				
\$15,000 or less	56.5	37.3	5.0	1.2
\$15,001-\$25,000	54.1	41.6	2.5	1.7
\$25,001-\$50,000	67.6	28.8	2.8	0.9
\$50,001-\$75,000	73.4	24.6	1.2	0.8
Over \$75,000	72.1	25.9	0.9	1.0
<b>Number of adults in household***</b>				
One	56.4	38.7	4.5	0.4
More than one	65.6	30.5	2.6	1.3
<b>Language of interview*</b>				
English	65.6	31.1	2.7	0.7
Spanish	40.0	43.1	7.6	9.3

*Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .*

Source: National Early Intervention Longitudinal Study.

**Table A-17b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of their own knowledge of how to help their child learn and develop**

I know how to help my child learn and develop	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	1.5	1.2	0.3	0.2
<b>Child's eligibility category</b>				
Developmental delay	1.5	1.6	0.3	0.4
Diagnosed condition	1.5	2.9	1.6	0.6
At risk of developmental delay	2.8	2.9	0.6	0.4
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.3	1.3	0.9	0.4
12 months to less than 24 months	1.1	1.3	1.0	0.4
24 months and older	5.4	4.8	0.6	0.3
<b>Child's gender</b>				
Male	1.1	0.8	0.3	0.2
Female	2.7	2.5	0.5	0.5
<b>Child's race/ethnicity</b>				
Caucasian	1.9	2.0	0.2	0.1
African-American	1.1	1.3	0.5	0.7
Hispanic	5.0	3.9	1.1	0.9
Asian or Pacific Islander	5.0	5.5	2.1	0
Mixed race or "other"	3.3	3.3	1.9	0
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	5.0	4.8	0.7	0.6
GED or high school degree	1.6	1.3	0.6	0.4
Some college	1.4	1.9	0.7	0.4
Bachelor's degree or higher	1.9	1.9	0.4	0.1
<b>Household income</b>				
\$15,000 or less	2.7	2.9	1.1	0.4
\$15,001-\$25,000	3.1	2.6	0.6	0.7
\$25,001-\$50,000	1.8	1.3	1.7	0.1
\$50,001-\$75,000	3.6	3.4	0.5	0.5
Over \$75,000	2.1	2.3	0.6	0.7
<b>Number of adults in household</b>				
One	3.0	2.8	1.0	0.2
More than one	1.5	1.2	0.5	0.2
<b>Language of interview</b>				
English	1.4	1.3	0.3	0.1
Spanish	5.3	4.1	2.0	1.3

Source: National Early Intervention Longitudinal Study.

**Table A-18a. Percentage distribution of parents' perceptions when child was 36 months old of their ability to figure out how to deal with their child's behavior**

I often have a difficult time figuring out what to do about my child's behavior	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	11.2	23.7	33.5	31.5
<b>Child's eligibility category**</b>				
Developmental delay	12.7	23.6	34.0	29.7
Diagnosed condition	8.3	21.7	33.8	36.2
At risk of developmental delay	9.5	22.0	32.7	35.8
<b>Child's age at entry into early intervention/initial IFSP*</b>				
Less than 12 months	8.8	21.2	34.1	36.0
12 months to less than 24 months	12.5	25.2	33.4	28.9
24 months and older	13.3	25.8	32.9	28.1
<b>Child's gender*</b>				
Male	11.3	26.1	32.3	30.3
Female	11.1	20.0	35.4	33.4
<b>Child's race/ethnicity***</b>				
Caucasian	7.6	22.8	32.7	36.9
African-American	16.3	23.9	34.6	25.2
Hispanic	15.6	25.5	35.1	23.8
Asian or Pacific Islander	9.1	21.2	35.8	33.9
Mixed race or "other"	16.6	29.1	30.9	23.4
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	19.6	28.4	33.1	18.9
GED or high school degree	13.0	26.4	31.6	28.9
Some college	8.9	21.4	34.4	35.3
Bachelor's degree or higher	6.8	21.1	35.1	37.0
<b>Household income***</b>				
\$15,000 or less	16.2	28.2	33.2	22.5
\$15,001-\$25,000	17.6	26.2	32.6	23.6
\$25,001-\$50,000	9.0	22.5	31.5	37.1
\$50,001-\$75,000	6.4	19.4	35.3	38.9
Over \$75,000	3.4	21.2	37.4	38.0
<b>Number of adults in household***</b>				
One	16.6	30.0	32.6	20.8
More than one	10.3	22.7	33.7	33.2
<b>Language of interview**</b>				
English	11.1	23.0	33.3	32.7
Spanish	13.4	36.2	38.3	12.1

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-18b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of their ability to figure out how to deal with their child's behavior**

I often have a difficult time figuring out what to do about my child's behavior	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	0.7	1.1	1.2	0.5
<b>Child's eligibility category</b>				
Developmental delay	0.8	1.1	1.1	0.9
Diagnosed condition	1.3	2.3	1.6	2.4
At risk of developmental delay	2.1	2.9	3.3	2.7
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.0	1.0	1.3	1.7
12 months to less than 24 months	1.8	2.5	3.4	1.5
24 months and older	1.7	2.0	2.0	1.1
<b>Child's gender</b>				
Male	0.8	1.5	1.7	1.5
Female	1.2	1.1	2.0	2.3
<b>Child's race/ethnicity</b>				
Caucasian	1.0	1.9	1.8	1.3
African-American	1.5	1.5	1.7	1.6
Hispanic	2.0	3.4	3.1	2.4
Asian or Pacific Islander	3.8	5.6	6.1	8.2
Mixed race or "other"	2.9	4.9	4.1	2.7
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	2.3	2.1	2.7	1.8
GED or high school degree	1.4	3.0	2.1	1.3
Some college	1.3	1.3	2.0	2.2
Bachelor's degree or higher	0.4	1.5	1.8	1.4
<b>Household income</b>				
\$15,000 or less	1.4	3.2	3.5	1.8
\$15,001-\$25,000	1.6	1.5	2.4	1.6
\$25,001-\$50,000	1.5	1.2	2.6	2.4
\$50,001-\$75,000	1.1	1.3	1.7	1.6
Over \$75,000	0.8	2.2	3.0	4.0
<b>Number of adults in household</b>				
One	2.5	6.2	4.0	2.1
More than one	0.7	0.6	1.1	0.7
<b>Language of interview</b>				
English	0.7	1.2	1.3	0.6
Spanish	3.1	5.8	4.9	2.8

Source: National Early Intervention Longitudinal Study.

**Table A-19a. Percentage distribution of parents' perceptions when child was 36 months old of their knowledge of how to work with professionals and advocate for their child**

I know how to work with professionals and advocate for what my child needs	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	65.3	30.8	3.0	0.9
<b>Child's eligibility category***</b>				
Developmental delay	64.7	31.7	2.6	1.0
Diagnosed condition	65.4	30.5	4.0	0.1
At risk of developmental delay	72.6	24.5	2.4	0.5
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	66.9	29.9	2.7	0.5
12 months to less than 24 months	66.3	30.0	2.5	1.2
24 months and older	62.0	33.1	3.9	0.9
<b>Child's gender</b>				
Male	64.4	31.7	3.0	0.9
Female	66.7	29.4	3.0	0.9
<b>Child's race/ethnicity***</b>				
Caucasian	71.1	27.4	1.4	0.1
African-American	62.2	33.4	2.9	1.4
Hispanic	51.4	38.5	7.0	3.1
Asian or Pacific Islander	61.5	35.4	3.1	0
Mixed race or "other"	63.6	29.7	6.7	0
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	56.1	35.8	6.0	2.1
GED or high school degree	61.4	33.5	4.0	1.2
Some college	66.7	31.7	1.2	0.4
Bachelor's degree or higher	72.9	24.8	1.9	0.4
<b>Household income***</b>				
\$15,000 or less	56.8	37.9	3.9	1.4
\$15,001-\$25,000	56.4	36.7	5.0	1.9
\$25,001-\$50,000	69.4	28.2	2.3	0.1
\$50,001-\$75,000	74.5	23.1	2.0	0.4
Over \$75,000	74.4	23.8	1.3	0.5
<b>Number of adults in household*</b>				
One	58.9	36.7	4.1	0.3
More than one	66.4	29.8	2.8	1.0
<b>Language of interview**</b>				
English	66.8	30.2	2.4	0.6
Spanish	40.5	40.9	12.5	6.1

*Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .*

Source: National Early Intervention Longitudinal Study.

**Table A-19b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of their knowledge of how to work with professionals and advocate for their child**

I know how to work with professionals and advocate for what my child needs	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	1.1	0.8	0.3	0.2
<b>Child's eligibility category</b>				
Developmental delay	1.6	1.4	0.4	0.2
Diagnosed condition	2.0	2.3	0.9	0.1
At risk of developmental delay	2.2	2.3	0.6	0.4
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.3	1.2	0.6	0.1
12 months to less than 24 months	2.0	2.0	0.6	0.3
24 months and older	3.6	2.8	0.6	0.4
<b>Child's gender</b>				
Male	1.3	1.0	0.5	0.2
Female	1.8	1.4	0.5	0.3
<b>Child's race/ethnicity</b>				
Caucasian	1.6	1.5	0.3	0.1
African-American	1.7	1.6	1.0	0.6
Hispanic	4.0	3.1	1.6	1.0
Asian or Pacific Islander	3.2	4.6	2.1	0
Mixed race or "other"	4.9	3.9	2.6	0
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	2.9	2.8	1.3	0.7
GED or high school degree	1.5	1.2	0.8	0.6
Some college	2.7	2.7	0.3	0.2
Bachelor's degree or higher	1.7	1.8	0.6	0.2
<b>Household income</b>				
\$15,000 or less	3.1	3	0.7	0.6
\$15,001-\$25,000	2.5	2.6	1.1	0.7
\$25,001-\$50,000	1.8	1.2	1.0	0.1
\$50,001-\$75,000	4.1	3.6	0.7	0.4
Over \$75,000	3.4	3.4	0.5	0.5
<b>Number of adults in household</b>				
One	4.5	3.9	0.9	0.3
More than one	1.5	1.1	0.4	0.2
<b>Language of interview</b>				
English	1.1	1.0	0.2	0.1
Spanish	7.2	6.0	3.1	1.5

Source: National Early Intervention Longitudinal Study.

**Table A-20a. Percentage distribution of parents' perceptions when child was 36 months old of their knowledge of what to do if their child is not receiving good services**

I know what to do if I'm worried that my child isn't getting good services	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	49.9	39.5	8.2	2.4
<b>Child's eligibility category**</b>				
Developmental delay	49.3	40.0	8.2	2.4
Diagnosed condition	48.0	41.0	8.1	2.9
At risk of developmental delay	57.5	36.4	4.7	1.4
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	50.9	39.5	7.4	2.1
12 months to less than 24 months	50.0	39.5	8.2	2.2
24 months and older	48.3	39.5	9.1	3.0
<b>Child's gender</b>				
Male	48.8	40.5	8.0	2.7
Female	51.6	38.0	8.4	1.9
<b>Child's race/ethnicity***</b>				
Caucasian	53.8	38.3	6.4	1.5
African-American	48.0	40.9	8.1	3.0
Hispanic	41.5	41.3	12.1	5.1
Asian or Pacific Islander	39.8	45.7	13.1	1.4
Mixed race or "other"	50.1	37.5	10.9	1.5
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	49.3	35.6	11.2	3.9
GED or high school degree	46.9	42.0	8.4	2.7
Some college	50.1	41.1	7.5	1.2
Bachelor's degree or higher	53.6	36.9	7.1	2.4
<b>Household income***</b>				
\$15,000 or less	43.2	45.0	10.3	1.6
\$15,001-\$25,000	48.1	38.4	9.3	4.1
\$25,001-\$50,000	52.4	38.3	7.2	2.1
\$50,001-\$75,000	54.8	36.5	6.6	2.1
Over \$75,000	55.1	37.0	5.3	2.6
<b>Number of adults in household</b>				
One	46.8	40.7	10.3	2.2
More than one	50.6	39.2	7.8	2.4
<b>Language of interview*</b>				
English	51.0	39.1	7.7	2.2
Spanish	30.2	46.9	16.1	6.8

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.



**Table A-20b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of their knowledge of what to do if their child is not receiving good services**

I know what to do if I'm worried that my child isn't getting good services	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	1.4	1.1	0.7	0.5
<b>Child's eligibility category</b>				
Developmental delay	1.1	0.9	0.9	0.5
Diagnosed condition	2.9	3.3	1.5	1.2
At risk of developmental delay	3.3	2.9	1.0	0.7
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.8	1.9	1.0	0.5
12 months to less than 24 months	1.7	2.4	1.1	0.2
24 months and older	1.7	1.7	1.1	1.3
<b>Child's gender</b>				
Male	1.3	1.6	0.8	0.8
Female	2.3	1.6	1.0	0.5
<b>Child's race/ethnicity</b>				
Caucasian	2.5	2.4	0.9	0.5
African-American	2.7	1.5	2.1	1.2
Hispanic	3.9	3.9	2.2	1.0
Asian or Pacific Islander	6.8	4.9	4.3	1.1
Mixed race or "other"	2.5	4.0	4.3	0.9
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	3.0	4.0	1.8	1.0
GED or high school degree	2.5	1.9	1.0	0.8
Some college	2.8	2.5	1.5	0.6
Bachelor's degree or higher	2.5	2.2	1.1	0.7
<b>Household income</b>				
\$15,000 or less	3.5	2.9	2.1	0.6
\$15,001-\$25,000	3.5	3.2	1.4	0.8
\$25,001-\$50,000	2.6	2.2	1.1	0.8
\$50,001-\$75,000	3.8	3.2	1.0	0.9
Over \$75,000	3.5	3.8	1.1	1.6
<b>Number of adults in household</b>				
One	5.4	5.2	1.6	0.9
More than one	1.3	1.1	0.8	0.5
<b>Language of interview</b>				
English	1.5	1.2	0.7	0.5
Spanish	3.3	5.7	3.4	1.8

Source: National Early Intervention Longitudinal Study.

**Table A-21a. Percentage distribution of parents' perceptions when child was 36 months old of having relatives or friends to turn to for help or support**

I have relatives or friends to turn to for help or support when I need it	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	61.8	27.0	7.0	4.1
<b>Child's eligibility category</b>				
Developmental delay	61.5	27.4	6.4	4.7
Diagnosed condition	59.9	27.8	8.4	3.9
At risk of developmental delay	69.8	21.9	6.4	1.9
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	63.3	26.1	7.7	2.9
12 months to less than 24 months	61.1	27.1	7.0	4.9
24 months and older	60.4	28.3	6.2	5.0
<b>Child's gender</b>				
Male	61.0	28.2	6.1	4.6
Female	63.0	25.2	8.4	3.4
<b>Child's race/ethnicity***</b>				
Caucasian	69.1	23.9	4.4	2.6
African-American	53.8	32.9	9.0	4.3
Hispanic	49.4	30.2	12.1	8.4
Asian or Pacific Islander	57.5	31.2	8.5	2.8
Mixed race or "other"	58.4	24.3	10.5	6.9
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	54.9	25.8	13.7	5.7
GED or high school degree	60.6	28.8	6.1	4.5
Some college	58.3	31.4	6.6	3.8
Bachelor's degree or higher	69.7	22.0	5.1	3.2
<b>Household income***</b>				
\$15,000 or less	53.2	31.2	9.6	6.0
\$15,001-\$25,000	50.8	32.8	10.5	5.9
\$25,001-\$50,000	64.3	25.5	5.9	4.3
\$50,001-\$75,000	74.1	20.3	3.6	2.1
Over \$75,000	72.8	21.9	4.0	1.3
<b>Number of adults in household</b>				
One	52.8	32.1	9.6	5.5
More than one	63.3	26.2	6.6	3.9
<b>Language of interview**</b>				
English	63.4	26.7	6.4	3.5
Spanish	33.5	32.6	18.9	15.0

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-21b. Standard errors for percentage distribution of parents' perceptions of having relatives or friends to turn to for help or support**

I have relatives or friends to turn to for help or support when I need it	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	1.1	0.8	0.6	0.3
<b>Child's eligibility category</b>				
Developmental delay	1.5	1.1	0.4	0.5
Diagnosed condition	2.2	3.0	1.5	1.4
At risk of developmental delay	3.4	2.9	1.4	0.8
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	2.1	1.7	0.8	1.0
12 months to less than 24 months	2.1	2.2	1.0	0.7
24 months and older	2.4	1.7	0.8	1.0
<b>Child's gender</b>				
Male	1.3	1.0	0.9	0.3
Female	2.2	1.2	1.4	0.7
<b>Child's race/ethnicity</b>				
Caucasian	1.2	1.3	0.3	0.6
African-American	2.4	2.4	1.0	1.4
Hispanic	4.5	3.9	2.5	1.2
Asian or Pacific Islander	4.7	3.6	3.2	2.2
Mixed race or "other"	3.1	3.8	3.9	3.3
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	4.0	3.8	2.1	1.3
GED or high school degree	2.0	1.2	0.7	0.9
Some college	2.7	2.2	1.1	0.7
Bachelor's degree or higher	2.1	1.2	1.3	0.6
<b>Household income</b>				
\$15,000 or less	2.7	2.0	0.8	0.6
\$15,001-\$25,000	2.2	2.7	2.0	1.3
\$25,001-\$50,000	2.3	2.2	1.0	0.8
\$50,001-\$75,000	2.1	1.2	1.1	0.7
Over \$75,000	3.0	3.4	1.2	0.6
<b>Number of adults in household</b>				
One	4.6	4.1	1.6	1.6
More than one	1.6	1.3	0.8	0.5
<b>Language of interview</b>				
English	0.8	0.6	0.4	0.4
Spanish	5.3	5.7	3.4	3.6

Source: National Early Intervention Longitudinal Study.

**Table A-22a. Percentage distribution of parents' perceptions when child was 36 months old of their opportunity to take part in community activities**

I have little chance to take part in community activities, such as religious, school, or social events	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	12.0	24.0	35.8	28.2
<b>Child's eligibility category**</b>				
Developmental delay	12.1	24.5	36.3	27.1
Diagnosed condition	10.0	23.1	39.7	27.2
At risk of developmental delay	12.0	22.6	29	36.3
<b>Child's age at entry into early intervention/initial IFSP**</b>				
Less than 12 months	11.2	23.6	36.1	29.1
12 months to less than 24 months	13.0	25.8	34.1	27.0
24 months and older	11.8	22.7	37.2	28.2
<b>Child's gender</b>				
Male	12.7	24.0	34.5	28.8
Female	10.9	24.1	37.7	27.3
<b>Child's race/ethnicity***</b>				
Caucasian	8.5	20.6	36.6	34.2
African-American	15.2	25.1	37.7	22.1
Hispanic	17.9	30.0	32.7	19.4
Asian or Pacific Islander	8.0	30.1	35.9	25.9
Mixed race or "other"	19.5	32.5	29.6	18.4
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	14.3	33.4	33.6	18.7
GED or high school degree	15.3	25.5	35.1	24.0
Some college	13.0	24.7	37.5	24.9
Bachelor's degree or higher	5.7	17.0	35.9	41.4
<b>Household income***</b>				
\$15,000 or less	14.5	29.0	37.1	19.4
\$15,001-\$25,000	21.0	27.7	29.4	22.0
\$25,001-\$50,000	10.5	23.4	36.7	29.4
\$50,001-\$75,000	7.9	17.1	36.5	38.5
Over \$75,000	4.9	17.0	39.9	38.1
<b>Number of adults in household***</b>				
One	18.2	28.5	32.1	21.2
More than one	10.9	23.5	36.3	29.3
<b>Language of interview**</b>				
English	11.8	22.8	36.1	29.3
Spanish	14.3	46.2	30.6	8.9

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-22b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of their opportunity to take part in community activities**

I have little chance to take part in community activities, such as religious, school, or social events	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	0.4	1.0	1.3	1.0
<b>Child's eligibility category</b>				
Developmental delay	0.8	1.3	1.3	1.0
Diagnosed condition	1.8	2.2	4.1	1.3
At risk of developmental delay	2.2	2.4	3.0	2.5
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.0	1.5	1.7	1.3
12 months to less than 24 months	1.6	0.8	2.0	1.9
24 months and older	1.8	1.6	1.7	1.7
<b>Child's gender</b>				
Male	0.8	1.5	1.3	1.8
Female	1.4	1.3	1.8	2.8
<b>Child's race/ethnicity</b>				
Caucasian	0.8	1.3	2.0	1.4
African-American	2.0	1.7	2.1	1.4
Hispanic	1.8	3.9	4.1	5.2
Asian or Pacific Islander	2.3	2.8	3.3	3.2
Mixed race or "other"	4.0	5.1	3.9	4.2
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	3.2	3.0	3.7	3.3
GED or high school degree	0.9	2.7	1.2	1.6
Some college	1.6	2.2	2.0	2.6
Bachelor's degree or higher	1.3	1.1	2.1	1.8
<b>Household income</b>				
\$15,000 or less	2.1	2.4	3.2	2.9
\$15,001-\$25,000	3.1	3.6	2.2	3.0
\$25,001-\$50,000	1.9	1.2	2.0	2.4
\$50,001-\$75,000	1.7	1.5	3.5	3.0
Over \$75,000	1.5	1.3	3.8	3.7
<b>Number of adults in household</b>				
One	1.7	2.5	3.2	2.6
More than one	0.8	1.1	1.8	1.1
<b>Language of interview</b>				
English	0.5	0.9	1.3	0.9
Spanish	3.0	6.3	3.6	3.5

Source: National Early Intervention Longitudinal Study.

**Table A-23a. Percentage distribution of parents' perceptions when child was 36 months old of having relatives, friends, or others who help them deal with the challenges faced because of their child's special needs**

I have relatives, friends, or others who help me deal with the challenges I face because of my child's special needs	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	41.3	40.8	11.4	6.6
<b>Child's eligibility category***</b>				
Developmental delay	39.5	41.4	12.2	6.9
Diagnosed condition	43.2	41.0	10.9	4.9
At risk of developmental delay	48.0	38.6	6.3	7.1
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	43.2	40.6	10.2	6.0
12 months to less than 24 months	39.9	38.7	13.0	8.3
24 months and older	39.9	43.3	11.2	5.7
<b>Child's gender</b>				
Male	39.2	42.2	11.6	7.0
Female	44.4	38.6	11.0	6.0
<b>Child's race/ethnicity***</b>				
Caucasian	45.7	40.2	8.7	5.4
African-American	36.2	44.6	11.9	7.4
Hispanic	33.5	38.2	19.9	8.3
Asian or Pacific Islander	44.8	42.7	8.5	3.9
Mixed race or "other"	37.4	38.8	12.3	11.4
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	36.4	40.1	14.8	8.7
GED or high school degree	41.7	40.0	11.4	6.9
Some college	39.1	44.1	10.6	6.2
Bachelor's degree or higher	45.2	38.9	10.3	5.5
<b>Household income***</b>				
\$15,000 or less	34.9	44.6	13.5	6.9
\$15,001-\$25,000	35.9	43.8	12.2	8.2
\$25,001-\$50,000	43.8	37.9	10.7	7.7
\$50,001-\$75,000	48.2	39.7	7.5	4.6
Over \$75,000	47.0	37.4	10.4	5.2
<b>Number of adults in household</b>				
One	32.7	46.8	10.5	9.9
More than one	42.7	39.7	11.5	6.0
<b>Language of interview***</b>				
English	42.7	40.6	10.3	6.4
Spanish	17.6	42.8	29.2	10.4

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-23b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of having relatives, friends, or others who help them deal with the challenges faced because of their child's special needs**

I have relatives, friends, or others who help me deal with the challenges I face because of my child's special needs	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	0.9	1.3	0.8	0.5
<b>Child's eligibility category</b>				
Developmental delay	1.3	1.2	0.8	0.6
Diagnosed condition	1.6	2.7	0.7	1.7
At risk of developmental delay	3.4	4.5	1.8	1.4
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.5	1.9	1.2	0.9
12 months to less than 24 months	2.5	2.1	1.1	1.3
24 months and older	2.0	2.4	1.0	0.8
<b>Child's gender</b>				
Male	1.4	1.8	1.1	0.6
Female	1.3	1.3	1.8	0.7
<b>Child's race/ethnicity</b>				
Caucasian	2.1	1.7	1.1	0.7
African-American	1.9	2.6	2.6	1.3
Hispanic	3.2	2.1	2.5	1.0
Asian or Pacific Islander	4.9	3.6	3.2	2.3
Mixed race or "other"	3.4	4.6	3.5	2.7
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	4.2	4.7	2.6	1.3
GED or high school degree	1.6	0.8	1.2	0.8
Some college	2.8	2.0	1.6	1.0
Bachelor's degree or higher	1.6	1.9	1.5	0.8
<b>Household income</b>				
\$15,000 or less	3.0	2.9	1.9	1.1
\$15,001-\$25,000	1.4	1.6	1.4	1.3
\$25,001-\$50,000	2.0	2.1	1.4	1.1
\$50,001-\$75,000	1.8	2.6	1.7	1.1
Over \$75,000	3.8	2.8	1.0	1.3
<b>Number of adults in household</b>				
One	4.1	3.9	2.8	2.0
More than one	1.1	1.1	0.9	0.7
<b>Language of interview</b>				
English	1.0	1.4	0.7	0.4
Spanish	2.8	3.7	2.6	3.1

Source: National Early Intervention Longitudinal Study.

**Table A-24a. Percentage distribution of parents' perceptions when child was 36 months old of their family's ability to work and play together**

Our ability to work and play together as a family is pretty normal, even though we have a child with special needs	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	56.5	37.7	4.4	1.3
<b>Child's eligibility category*</b>				
Developmental delay	55.9	38.5	4.3	1.3
Diagnosed condition	56.7	37.3	4.2	1.8
At risk of developmental delay	63.5	32.9	3.2	0.4
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	55.9	38.3	4.8	1.0
12 months to less than 24 months	58.4	35.8	3.7	2.1
24 months and older	55.3	39.0	4.7	0.9
<b>Child's gender</b>				
Male	55.8	38.5	4.2	1.5
Female	57.6	36.6	4.9	0.9
<b>Child's race/ethnicity***</b>				
Caucasian	61.3	33.2	4.4	1.1
African-American	52.0	43.6	4.1	0.4
Hispanic	45.8	44.7	5.6	3.8
Asian or Pacific Islander	59.6	37.7	2.7	0
Mixed race or "other"	54.5	40.5	4.6	0.4
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	48.2	43.2	6.5	2.1
GED or high school degree	54.7	40.5	3.5	1.3
Some college	56.5	38.5	3.9	1.1
Bachelor's degree or higher	62.7	31.0	5.3	1.0
<b>Household income***</b>				
\$15,000 or less	47.3	48.1	3.6	1.0
\$15,001-\$25,000	49.9	41.8	5.3	3.0
\$25,001-\$50,000	59.4	34.6	4.7	1.3
\$50,001-\$75,000	65.4	30.8	3.4	0.4
Over \$75,000	66.3	28	4.7	1.1
<b>Number of adults in household***</b>				
One	47.3	49.4	2.6	0.7
More than one	58.1	35.7	4.8	1.4
<b>Language of interview**</b>				
English	57.8	36.8	4.2	1.1
Spanish	33.6	53.4	8.9	4.1

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.



**Table A-24b. Standard errors for percentage distribution of parents' perceptions when child was 36 months old of their family's ability to work and play together**

Our ability to work and play together as a family is pretty normal, even though we have a child with special needs	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	1.1	0.9	0.7	0.2
<b>Child's eligibility category</b>				
Developmental delay	1.6	1.0	1.1	0.3
Diagnosed condition	2.7	3.0	0.8	0.7
At risk of developmental delay	2.9	2.7	0.8	0.2
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	1.3	1.2	0.6	0.4
12 months to less than 24 months	1.8	1.6	1.0	0.6
24 months and older	1.7	1.9	1.2	0.4
<b>Child's gender</b>				
Male	1.2	1.2	0.7	0.3
Female	2.0	1.4	1.0	0.3
<b>Child's race/ethnicity</b>				
Caucasian	2.3	2.0	0.8	0.4
African-American	3.2	2.5	1.1	0.1
Hispanic	3.4	3.6	0.9	1.3
Asian or Pacific Islander	6.8	6.8	3.2	0
Mixed race or "other"	4.1	4.8	2.3	0.5
<b>Primary female caregiver's educational attainment</b>				
Less than high school diploma	3.1	3.7	1.7	0.8
GED or high school degree	1.2	1.3	0.7	0.4
Some college	3.5	2.4	1.7	0.3
Bachelor's degree or higher	1.4	1.4	0.6	0.5
<b>Household income</b>				
\$15,000 or less	2.5	2.3	0.8	0.3
\$15,001-\$25,000	3.1	3.7	1.6	1.1
\$25,001-\$50,000	3.0	3.1	1.3	0.5
\$50,001-\$75,000	2.5	2.7	1.2	0.3
Over \$75,000	4.1	3.4	1.8	0.7
<b>Number of adults in household</b>				
One	2.8	2.3	0.7	0.4
More than one	1.2	1.1	0.8	0.3
<b>Language of interview</b>				
English	1.4	1.1	0.7	0.2
Spanish	4.4	5.7	2.2	1.2

Source: National Early Intervention Longitudinal Study.

**Table A-25a. Percentage distribution of parents' perceptions when child was 36 months old of how early intervention professionals make them feel about their child's future**

The early intervention professionals make me feel optimistic and hopeful about my child's future	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	56.6	37.8	4.1	1.5
<b>Child's eligibility category*</b>				
Developmental delay	56.4	37.5	4.6	1.5
Diagnosed condition	50.7	45.1	3.1	1.1
At risk of developmental delay	66.3	28.8	3.2	1.7
<b>Child's age at entry into early intervention/initial IFSP*</b>				
Less than 12 months	55.7	39.5	3.9	1.0
12 months to less than 24 months	58.4	35.5	4.2	1.9
24 months and older	56.0	38.0	4.3	1.7
<b>Child's gender</b>				
Male	56.0	38.1	4.3	1.6
Female	57.5	37.4	3.9	1.2
<b>Child's race/ethnicity***</b>				
Caucasian	61.1	34.9	2.8	1.2
African-American	52.8	38.3	6.8	2.0
Hispanic	46.7	46.7	5.5	1.1
Asian or Pacific Islander	60.2	34.1	2.7	3.1
Mixed race or "other"	52.2	42.1	3.6	2.0
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	48.9	44.3	5.2	1.6
GED or high school degree	56.7	37.9	4.4	1.0
Some college	56.8	38.2	3.5	1.5
Bachelor's degree or higher	59.8	34.4	4.0	1.8
<b>Household income***</b>				
\$15,000 or less	52.9	41.7	3.6	1.9
\$15,001-\$25,000	48.6	42.6	7.4	1.4
\$25,001-\$50,000	60.5	33.5	4.3	1.7
\$50,001-\$75,000	61.2	35.0	2.2	1.6
Over \$75,000	62.0	34.2	3.6	0.2
<b>Number of adults in household</b>				
One	56.1	36.5	5.2	2.3
More than one	56.7	38.1	3.9	1.3
<b>Language of interview</b>				
English	57.6	36.9	4.1	1.5
Spanish	40.0	54.5	5.1	0.5

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-25b. Standard errors for percentage distribution of parents' ratings when child was 36 months old of how early intervention professionals make them feel about their child's future**

The early intervention professionals make me feel optimistic and hopeful about my child's future	Strongly agree	Agree	Disagree	Strongly disagree
<b>Total population estimate</b>	2.2	2.1	0.3	0.3
<b>Child's eligibility category</b>				
Developmental delay	1.9	2.5	0.9	0.3
Diagnosed condition	2.6	2.8	0.7	0.5
At risk of developmental delay	4.4	3.3	1.3	0.9
<b>Child's age at entry into early intervention/initial IFSP</b>				
Less than 12 months	3.1	3.0	0.5	0.4
12 months to less than 24 months	3.1	2.5	0.6	0.4
24 months and older	1.6	2.1	1.0	0.5
<b>Child's gender</b>				
Male	2.0	1.8	0.6	0.3
Female	3.2	3.2	0.7	0.5
<b>Child's race/ethnicity</b>				
Caucasian	3.1	3.0	0.4	0.3
African-American	3.3	4.1	1.5	1.0
Hispanic	3.5	4.4	1.7	0.6
Asian or Pacific Islander	6.2	4.8	1.3	2.4
Mixed race or "other"	4.6	4.0	2.1	1.1
<b>Primary female caregiver's educational attainment***</b>				
Less than high school diploma	4.6	4.6	1.5	0.6
GED or high school degree	2.9	3.1	0.9	0.5
Some college	2.9	2.4	0.6	0.4
Bachelor's degree or higher	1.8	1.7	0.8	0.5
<b>Household income</b>				
\$15,000 or less	4.2	4.1	1.1	0.8
\$15,001-\$25,000	3.3	2.8	1.5	0.6
\$25,001-\$50,000	5.6	5.2	0.5	0.6
\$50,001-\$75,000	2.6	2.2	0.4	0.6
Over \$75,000	2.4	2.6	0.8	0.2
<b>Number of adults in household</b>				
One	7.4	6.1	1.6	1.7
More than one	1.7	1.6	0.4	0.2
<b>Language of interview</b>				
English	2.2	2.1	0.3	0.4
Spanish	5.3	4.9	2.3	0.6

Source: National Early Intervention Longitudinal Study.

**Table A-26a. Percentage distribution of parents' expectations for child's future overall life situation when child was 36 months old**

Looking toward the future, do you expect that your child's overall life situation will be...	Excellent	Very good	Good	Fair	Poor	Terminally ill
<b>Total population estimate</b>	53.7	28.4	14.5	2.9	0.5	0.1
<b>Child's eligibility category***</b>						
Developmental delay	53.9	29.3	13.5	2.6	0.6	0.1
Diagnosed condition	50.5	29.1	16.1	3.8	0.6	0
At risk of developmental delay	60.7	22.9	14.0	2.2	0	0.3
<b>Child's age at entry into early intervention/initial IFSP*</b>						
Less than 12 months	55.1	26.1	15.1	2.9	0.7	0.2
12 months to less than 24 months	53.8	29.1	13.8	2.9	0.4	0
24 months and older	51.8	30.8	14.4	2.9	0.2	0
<b>Child's gender**</b>						
Male	55.0	27.1	14.3	3.2	0.3	0
Female	51.7	30.3	14.7	2.4	0.7	0.2
<b>Child's race/ethnicity***</b>						
Caucasian	53.4	31.1	12.8	1.9	0.6	0.1
African-American	51.3	25.4	18.4	4.6	0.3	0
Hispanic	56.1	24.5	15.4	4.0	0	0
Asian or Pacific Islander	55.8	28.8	12.0	3.3	0	0
Mixed race or "other"	57.8	22.5	15.9	2.8	0.9	0
<b>Primary female caregiver's educational attainment***</b>						
Less than high school diploma	55.3	21.3	18.4	3.9	1.1	0
GED or high school degree	50.3	29.6	16.5	3.3	0.3	0
Some college	54.2	28.7	13.9	2.7	0.4	0
Bachelor's degree or higher	56.0	30.7	10.7	2.0	0.3	0.3
<b>Household income***</b>						
\$15,000 or less	51.9	26.3	17.2	3.8	0.8	0
\$15,001-\$25,000	49.8	30.3	16.6	2.9	0.3	0
\$25,001-\$50,000	51.7	29.2	16.2	2.5	0.3	0
\$50,001-\$75,000	59.5	29.8	7.0	2.6	0.6	0.5
Over \$75,000	59.1	27.1	11.0	2.8	0	0
<b>Number of adults in household</b>						
One	47.8	27.4	18.7	5.6	0.5	0
More than one	54.7	28.6	13.8	2.3	0.5	0.1
<b>Language of interview</b>						
English	53.9	28.5	14.1	2.9	0.5	0.1
Spanish	50.9	25.7	20.5	2.9	0	0

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-26b. Standard errors for percentage distribution of parents' expectations for child's future overall life situation when child was 36 months old**

Looking toward the future, do you expect that your child's overall life situation will be...	Excellent	Very good	Good	Fair	Poor	Terminally ill
<b>Total population estimate</b>	2.2	1.2	1.6	0.4	0.2	0.1
<b>Child's eligibility category</b>						
Developmental delay	3.7	1.8	2.4	0.6	0.2	0.1
Diagnosed condition	2.8	2.1	1.5	1.3	0.5	0
At risk of developmental delay	3.4	2.9	2.6	1.2	0	0.3
<b>Child's age at entry into early intervention/initial IFSP</b>						
Less than 12 months	2.2	1.8	1.7	0.7	0.7	0.1
12 months to less than 24 months	2.9	2.0	1.9	0.8	0.2	0
24 months and older	3.7	2.1	2.2	0.7	0.2	0
<b>Child's gender</b>						
Male	2.0	1.5	1.3	0.7	0.2	0
Female	2.6	1.3	2.3	0.6	0.3	0.1
<b>Child's race/ethnicity</b>						
Caucasian	2.9	2.0	1.9	0.4	0.4	0.1
African-American	2.0	3.5	3.0	1.3	0.2	0
Hispanic	2.6	2.2	1.8	0.7	0	0
Asian or Pacific Islander	4.9	5.0	6.8	2.1	0	0
Mixed race or "other"	5.9	2.7	5.5	1.5	0.9	0
<b>Primary female caregiver's educational attainment***</b>						
Less than high school diploma	3.7	3.1	2.3	1.6	0.7	0
GED or high school degree	1.9	1.7	0.9	0.7	0.3	0
Some college	2.8	1.2	2.7	0.9	0.3	0
Bachelor's degree or higher	3.3	1.9	1.9	0.3	0.3	0.2
<b>Household income</b>						
\$15,000 or less	3.4	2.2	2.2	1.1	0.2	0
\$15,001-\$25,000	2.9	2.4	1.7	0.8	0.4	0
\$25,001-\$50,000	2.8	1.6	2.0	0.7	0.3	0
\$50,001-\$75,000	2.2	2.0	1.6	0.5	0.6	0.3
Over \$75,000	3.1	3.0	1.5	0.9	0	0
<b>Number of adults in household</b>						
One	3.1	2.4	3.2	1.8	0.4	0
More than one	2.3	1.7	1.4	0.5	0.3	0.1
<b>Language of interview</b>						
English	2.3	1.2	1.8	0.4	0.2	0.1
Spanish	3.3	4.6	3.6	1.2	0	0

Source: National Early Intervention Longitudinal Study.

**Table A-27a. Percentage distribution of parents' expectations for family's future overall life situation when child was 36 months old**

Looking toward the future, do you expect that your family's overall life situation will be...	Excellent	Very good	Good	Fair	Poor
<b>Total population estimate</b>	52.5	29.1	15.7	2.5	0.1
<b>Child's eligibility category**</b>					
Developmental delay	52.8	30.2	14.5	2.4	0.1
Diagnosed condition	50.4	29.3	17.6	2.7	0
At risk of developmental delay	58.4	22.8	16.9	1.9	0
<b>Child's age at entry into early intervention/initial IFSP***</b>					
Less than 12 months	55.1	26.0	15.8	2.9	0.2
12 months to less than 24 months	50.7	29.8	17.2	2.3	0.1
24 months and older	50.9	32.8	14.0	2.3	0
<b>Child's gender</b>					
Male	53.8	28.6	14.7	2.8	0.1
Female	50.7	29.8	17.3	2.1	0.1
<b>Child's race/ethnicity***</b>					
Caucasian	54.0	32.5	11.7	1.8	0.1
African-American	48.4	27.5	20.0	4.1	0.1
Hispanic	51.6	22.2	22.4	3.6	0.2
Asian or Pacific Islander	53.0	28.8	15.9	2.4	0
Mixed race or "other"	56.6	21.5	20.3	1.6	0
<b>Primary female caregiver's educational attainment***</b>					
Less than high school diploma	51.8	21.9	22.6	3.6	0.1
GED or high school degree	48.4	28.0	19.7	3.8	0.1
Some college	52.3	32.2	14.1	1.3	0.1
Bachelor's degree or higher	57.0	31.9	9.1	1.8	0.1
<b>Household income***</b>					
\$15,000 or less	48.5	24.9	21.5	4.9	0.3
\$15,001-\$25,000	46.9	29.9	21.8	1.4	0
\$25,001-\$50,000	52.2	31.3	15.1	1.5	0
\$50,001-\$75,000	58.2	31.6	7.6	2.4	0.2
Over \$75,000	62.4	29.6	6.4	1.7	0
<b>Number of adults in household*</b>					
One	45.8	26.9	22.3	5.0	0
More than one	53.5	29.8	14.5	2.1	0.1
<b>Language of interview*</b>					
English					
Spanish	52.8	30.2	14.5	2.4	0.1

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.

**Table A-27b. Standard errors for percentage distribution of parents' expectations for family's future overall life situation when child was 36 months old**

Looking toward the future, do you expect that your family's overall life situation will be...	Excellent	Very good	Good	Fair	Poor
<b>Total population estimate</b>	1.4	1.0	0.8	0.4	0.1
<b>Child's eligibility category</b>					
Developmental delay	2.6	2.1	1.1	0.5	0.1
Diagnosed condition	4.2	1.4	2.5	1.1	0
At risk of developmental delay	3.6	2.5	2.3	0.6	0
<b>Child's age at entry into early intervention/initial IFSP</b>					
Less than 12 months	1.8	1.4	1.2	0.6	0.1
12 months to less than 24 months	2.0	1.4	1.1	0.5	0.1
24 months and older	2.4	2.0	1.1	0.6	0
<b>Child's gender</b>					
Male	1.5	1.7	0.9	0.6	0.1
Female	1.7	0.9	1.7	0.4	0.1
<b>Child's race/ethnicity</b>					
Caucasian	2.7	2.4	0.9	0.5	0.1
African-American	3.0	2.8	1.6	1.7	0.1
Hispanic	2.1	2.1	2.5	0.7	0.2
Asian or Pacific Islander	4.9	4.1	6.1	1.1	0
Mixed race or "other"	6.1	5.3	6.1	1.1	0
<b>Primary female caregiver's educational attainment</b>					
Less than high school diploma	3.1	2.7	2.1	1.2	0.1
GED or high school degree	1.7	1.2	1.2	0.9	0.1
Some college	2.2	2.0	3.1	0.4	0.1
Bachelor's degree or higher	2.1	2.5	2.0	0.5	0.1
<b>Household income</b>					
\$15,000 or less	1.4	1.3	1.8	1.3	0.2
\$15,001-\$25,000	3.2	2.9	3.0	0.7	0
\$25,001-\$50,000	2.0	1.9	1.0	0.5	0
\$50,001-\$75,000	2.3	2.1	1.2	1.0	0.2
Over \$75,000	1.8	3.3	1.9	0.9	0
<b>Number of adults in household</b>					
One	2.7	3.5	2.2	1.3	0
More than one	1.8	1.6	0.7	0.3	0.1
<b>Language of interview</b>					
English	1.5	1.2	0.9	0.4	0.1
Spanish	4.2	5.7	5.0	1.4	0

Source: National Early Intervention Longitudinal Study.

**Table A-28a. Percentage distribution of parents' ratings of family's current overall life situation when child was 36 months old**

Thinking about your family's overall life situation, would you describe it as...	Excellent	Very good	Good	Fair	Poor
<b>Total population estimate</b>	38.6	28.4	23.8	8.5	0.8
<b>Child's eligibility category</b>					
Developmental delay	38.3	28.6	24.1	8.3	0.7
Diagnosed condition	38.5	28.6	24.1	8.2	0.7
At risk of developmental delay	44.3	25.2	21.6	8.7	0.3
<b>Child's age at entry into early intervention/initial IFSP**</b>					
Less than 12 months	41.2	26.0	23.0	9.0	0.8
12 months to less than 24 months	38.2	30.1	22.5	8.6	0.7
24 months and older	35.3	29.9	26.5	7.6	0.7
<b>Child's gender</b>					
Male	40.1	28.7	23.3	7.0	0.9
Female	36.1	27.9	24.6	10.8	0.6
<b>Child's race/ethnicity***</b>					
Caucasian	43.0	31.7	19.6	5.4	0.4
African-American	28.4	25.2	30.7	14.6	1.1
Hispanic	37.5	20.4	27.9	12.6	1.5
Asian or Pacific Islander	36.1	40.6	17.1	6.1	0
Mixed race or "other"	37.7	22.9	32.2	5.5	1.7
<b>Primary female caregiver's educational attainment***</b>					
Less than high school diploma	34.7	24.4	25.9	13.8	1.2
GED or high school degree	35.6	26.2	27.2	10.2	0.8
Some college	34.4	30.4	26.7	7.6	0.9
Bachelor's degree or higher	48.3	31.3	15.9	4.3	0.2
<b>Household income***</b>					
\$15,000 or less	27.2	24.0	32.5	15.3	1.0
\$15,001-\$25,000	30.6	29.3	30.5	8.5	1.1
\$25,001-\$50,000	39.9	29.9	22.3	6.9	1.1
\$50,001-\$75,000	49.7	29.2	16.2	4.9	0
Over \$75,000	55.9	30.6	10.1	3.3	0
<b>Number of adults in household***</b>					
One	24.1	23.7	38.0	13.2	0.9
More than one	40.9	29.6	21.5	7.4	0.6
<b>Language of interview**</b>					
English	39.4	29.1	23.1	7.7	0.7
Spanish	24.5	16.2	36.2	21.9	1.2

Percentages describe a nationally representative weighted sample and may not add to 100 because of rounding and/or missing data; \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

Source: National Early Intervention Longitudinal Study.



**Table A-28b. Standard errors for percentage distribution of parents' ratings of family's current overall life situation when child was 36 months old**

Thinking about your family's overall life situation, would you describe it as...	Excellent	Very good	Good	Fair	Poor
<b>Total population estimate</b>	1.1	0.7	0.8	0.6	0.2
<b>Child's eligibility category</b>					
Developmental delay	1.7	0.6	1.5	0.7	0.3
Diagnosed condition	3.7	1.7	2.5	1.3	0.3
At risk of developmental delay	4.2	3.9	3.0	1.5	0.4
<b>Child's age at entry into early intervention/initial IFSP</b>					
Less than 12 months	1.8	1.7	1.4	1.1	0.4
12 months to less than 24 months	2.5	1.7	1.6	1.6	0.3
24 months and older	1.9	1.3	1.3	1.3	0.3
<b>Child's gender</b>					
Male	1.2	1.1	0.8	0.6	0.2
Female	2.1	1.0	1.6	1.2	0.3
<b>Child's race/ethnicity</b>					
Caucasian	1.8	0.8	1.4	0.8	0.2
African-American	1.0	1.8	1.3	1.5	0.6
Hispanic	1.9	1.9	2.3	1.0	0.7
Asian or Pacific Islander	5.1	4.3	4.6	2.7	0
Mixed race or "other"	3.4	3.1	3.3	1.5	2.0
<b>Primary female caregiver's educational attainment</b>					
Less than high school diploma	2.9	3.4	2.3	1.7	0.6
GED or high school degree	1.6	1.1	1.4	1.3	0.3
Some college	4.4	1.2	3.7	1.4	0.3
Bachelor's degree or higher	1.7	1.6	1.5	0.6	0.1
<b>Household income</b>					
\$15,000 or less	1.8	1.8	2.1	1.8	0.4
\$15,001-\$25,000	2.4	2.8	2.1	1.6	0.5
\$25,001-\$50,000	1.3	1.4	0.7	1.0	0.5
\$50,001-\$75,000	2.7	2.8	2.3	1.2	0
Over \$75,000	2.3	2.0	1.2	1.1	0
<b>Number of adults in household</b>					
One	2.1	2.8	3.0	2.0	0.5
More than one	1.3	0.9	0.7	0.5	0.2
<b>Language of interview</b>					
English	1.2	0.8	0.9	0.7	0.2
Spanish	2.8	1.9	2.4	2.2	1.1

Source: National Early Intervention Longitudinal Study.