

Update on Development of the NCSEAM Parent/Family Survey Instrument

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Goal of the NCSEAM Parent Involvement Workgroup

- To develop a set of survey instruments that will yield valid, reliable and useful measures of families' perceptions and family involvement in early intervention and special education.

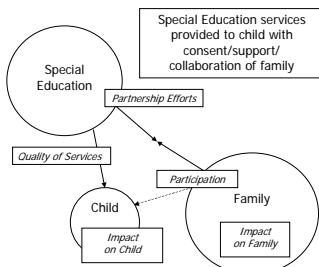
What we wanted to measure

- **EFFORT:** Families' perceptions of program/agency efforts to engage families in meaningful partnerships
- **QUALITY:** Families' perceptions of the quality of services provided to them and their children
- **PARTICIPATION:** Families' reports of the ways in which they participate in the early intervention/special education process
- **IMPACT ON CHILD:** Families' perceptions of the impact of early intervention/special education services on their child
- **IMPACT ON FAMILY:** Families' perceptions of the impact of early intervention/special education services on the family

The Part B Scales

- Efforts
- Quality
- Participation
- Impact on Child
- Impact on Family

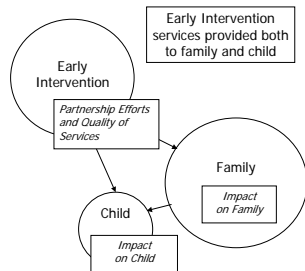
Special Education Model



The Part C Scales

- Efforts/Quality
- Impact on Child
- Impact on Family

Early Intervention Model



Progress toward the goal

- Developed item banks for Part B (ages 5+) and Part C
- Are in the process of developing the item bank for 619
- Conducted a National Item Validation Study (NIVS) for Part B (5+) and Part C
- 6 Part B states: NM, FL, NH, NJ, MS, GA
- 8 Part C states: NM, FL, LA, MA, IA, CA, NJ, GA

The NIVS sample

- Is the sample representative of families served under Part B and Part C with regard to ethnicity and age of child?
- For Part B, does the sample reflect the full range of disability categories?
- Is the sample large enough to draw reliable inferences from the data?

Consistency across forms

- Do the alternate forms (2 for Part B and 2 for Part C) yield equivalent respondent measures for each of the scales?
- Within each scale, do items with similar content across Parts B and C have similar item calibrations?

Items

- Do the items in each scale work as expected based on previously analyzed data from several statewide surveys?

Scales

- Are the scales reliable?
- Are the item calibrations *invariant* across subsamples of respondents that differ by state, ethnicity, or age of child?

Applications

- Can the instrument tell us whether there are reliable and meaningful differences across states, or across different respondent groups within a state, with regard to family perceptions and participation?
- Can measures derived from the instrument be interpreted in a way that is useful for purposes of program improvement?

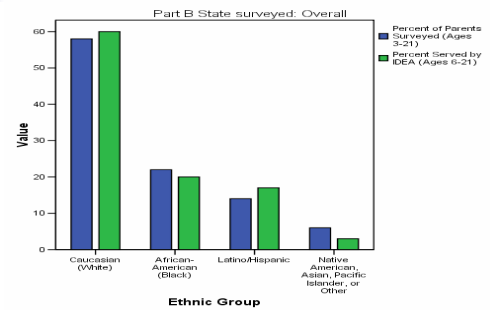
Answer to all questions

YES

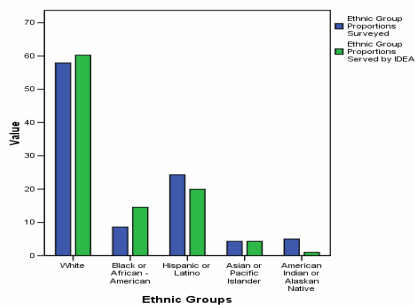
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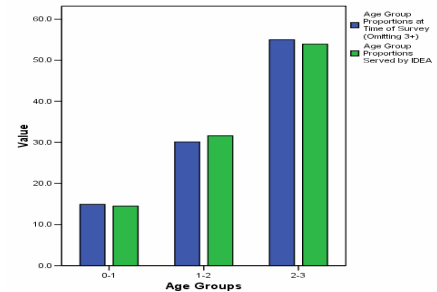
Part B Ethnic Group Sampling Proportions

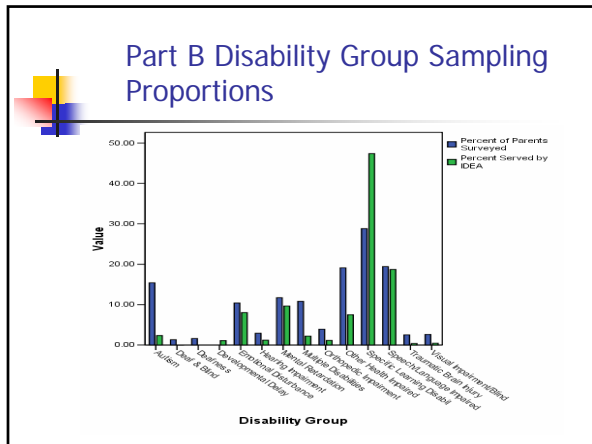


Part C Ethnic Group Sampling Proportions

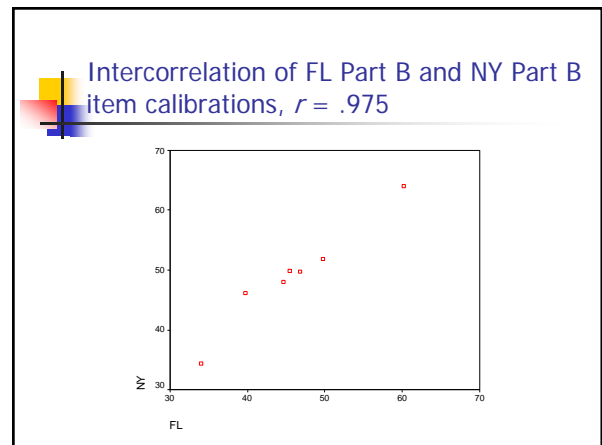
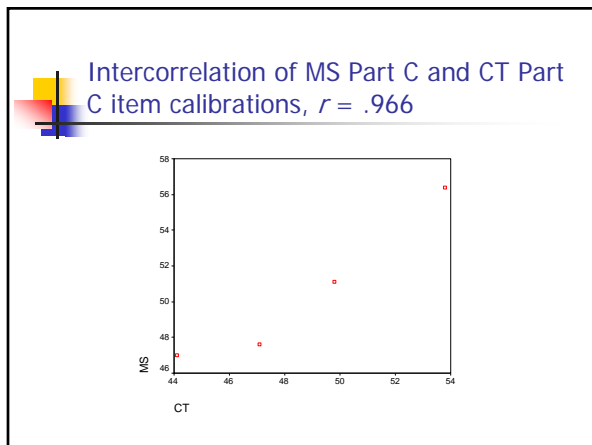


Part C Age Group Sampling Proportions

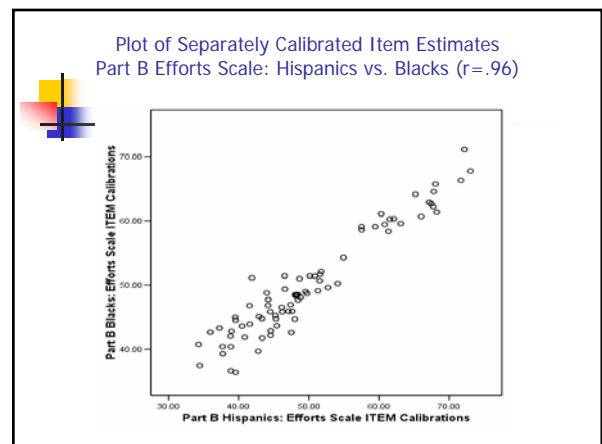


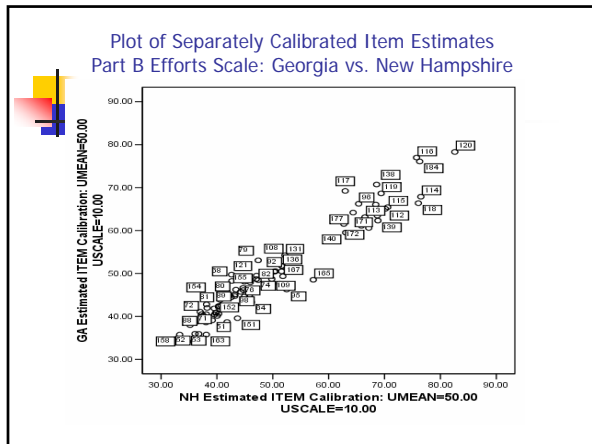


- ### Items
- Do the items in each scale work as expected based on previously analyzed data from several statewide surveys?

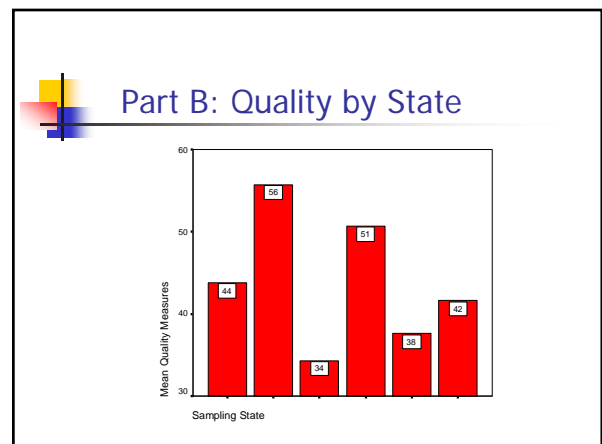
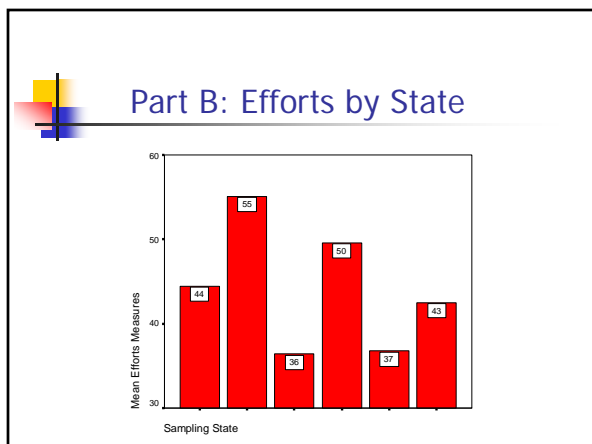
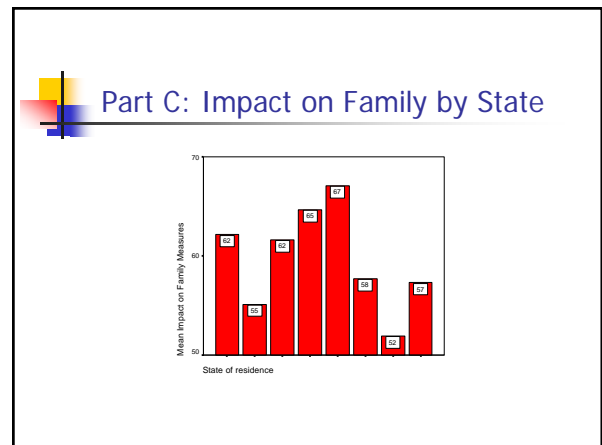
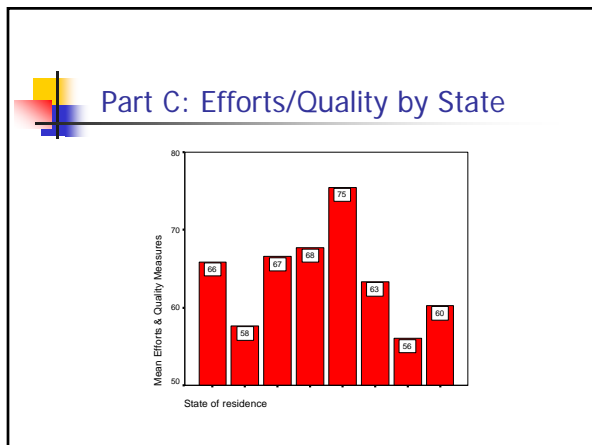


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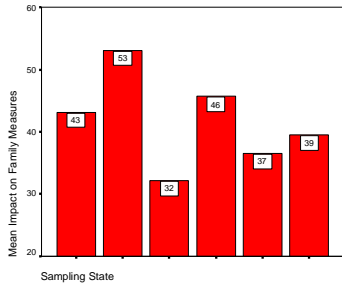




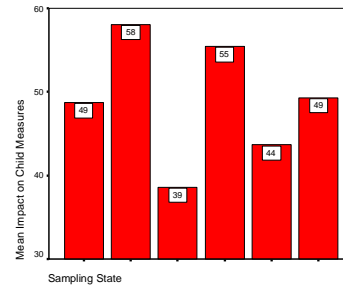
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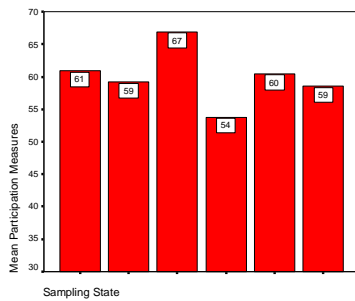
Part B: Impact on Family by State



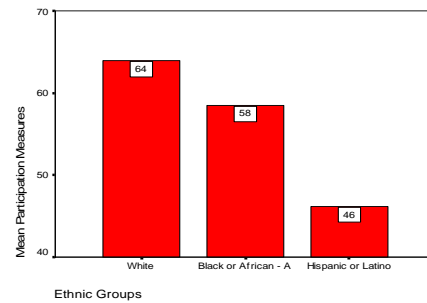
Part B: Impact on Child by State



Part B: Participation by State



Part B: Participation by Ethnicity within a State



Feedback From Item Validation Study Respondents

- Survey questions do not go into enough depth
- Survey questions go into too much depth
- "Am I supposed to be getting all these services?"
- "Wow, I'm glad somebody is asking us (parents) this!"

Feedback From Item Validation Study Respondents

- Suggestions to print in more languages
- Some reports of difficulty with reading level and/or item complexity
- For Part C, parents in Iowa and some in New Mexico objected to use of the term "special education"



Next Steps

- Further data analyses
- Problem-solve implementation issues
- Coordinate with other efforts related to monitoring and data collection, e.g., ECO
- Select subset of items to represent Part B Effort, Part B Quality, and Part C Effort/Quality scales
- Produce instrument for states' use



Criteria for Item Selection

- Item fit statistics
- Readability
- Face validity
- Applicability across C, B (5+), and 619
- Representation of the full range of item calibrations



A bit further down the line

- Develop implementation strategies in conjunction with partner states
- Create reporting formats
- Plan for systematic implementation across states
- Explore applications beyond special education