Proposed Reduced Item Set for the NCSEAM
Preschool Special Education Partnership Efforts Scale

Item Calibration	Item
677	People from preschool special education . . . connect families with one another for mutual support.
654	People from preschool special education . . . offer supports for parents to participate in training workshops.
647	People from preschool special education . . . give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).
640	People from preschool special education . . . offer parents training about preschool special education.
620	People from preschool special education . . . provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).
600	People from preschool special education . . . explain what options parents have if they disagree with a decision made by the preschool special education program.
591	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.
581	People from preschool special education . . . give parents the help they may need, such as transportation, to play an active role in their child's learning and development.
570	People from preschool special education . . . give me options concerning my child's services and supports.
568	People from preschool special education . . . provide me with strategies to deal with my child's behavior.
564	The preschool special education program involves parents in evaluations of whether preschool special education is effective.
561	People from preschool special education . . . offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).
553	People from preschool special education . . . give me information about the approaches they use to help my child learn.
550	People from preschool special education . . . communicate regularly with me regarding my child's progress on IEP/IFSP goals.
543	People from preschool special education . . . give me enough information to know if my child is making progress.
533	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.
526	People from preschool special education . . . encourage me to participate in the decision-making process.
520	People from preschool special education . . . value my ideas.
513	My recommendations are included on the IEP/IFSP.
511	People from preschool special education . . . treat me as an equal team member.
505	I am part of the IEP/IFSP decision-making process.
505	My child's evaluation report was written using words I understand.
504	People from preschool special education . . . respect my culture.
504	People from preschool special education . . . ensure that I have fully understood my rights related to preschool special education.
492	People from preschool special education . . . are available to speak with me.