

Use of the NCSEAM Family Survey to Address the SPP/APR Indicator on Family Outcomes

National Center for Special Education
Accountability Monitoring

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National Conference Call



Part C Indicator #4

“Percent of families participating in Part C who report that early intervention services have helped the family a) know their rights, b) effectively communicate their children’s needs, and c) help their children develop and learn.”



SPP/APR Part B Indicator #8

“Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.”



The NCSEAM Family Survey – Early Intervention

- The family survey for Part C includes 2 scales:
 - ***Impact:*** Impact of Early Intervention Services on the Family – 22 items
 - ***Family-Centered Services:*** – 25 items



The NCSEAM Parent Survey – Preschool Special Education

- The preschool parent survey includes 3 scales:
 - ***Efforts/Quality***: Preschool Special Education Partnership Efforts and Quality of Services – 50 items
 - ***Impact***: Impact of Preschool Special Education Services on the Family – 22 items
 - ***Participation***: Parent Participation – 20 items



The NCSEAM Parent Survey – Special Education (school-age)

- The Part B school-age parent survey includes 4 scales:
 - **Efforts:** Schools' Efforts to Partner with Parents – 25 items
 - **Quality:** Quality of Services – 25 items
 - **Impact:** Impact of Special Education Services on Your Family – 22 items
 - **Participation:** Parent Participation – 23 items



Relevant NCSEAM Scales Across Instruments

	Partnership Efforts	Quality of Services	Impact on Family	Parent Participation
Part B	X	X	X	X
619	X		X	X
Part C	X		X	



Use of a single scale vs. both Part C scales

- Families' responses to items in the scale called ***Impact of Early Intervention Services on the Family*** are those needed to address the SPP/APR family outcomes indicator.
- However, administration of the additional Part C scale (***Family-Centered Services***) offers two benefits:
 - continuity of measurement from birth to five
 - opportunities to examine the association between family-relevant aspects of service delivery and family outcomes



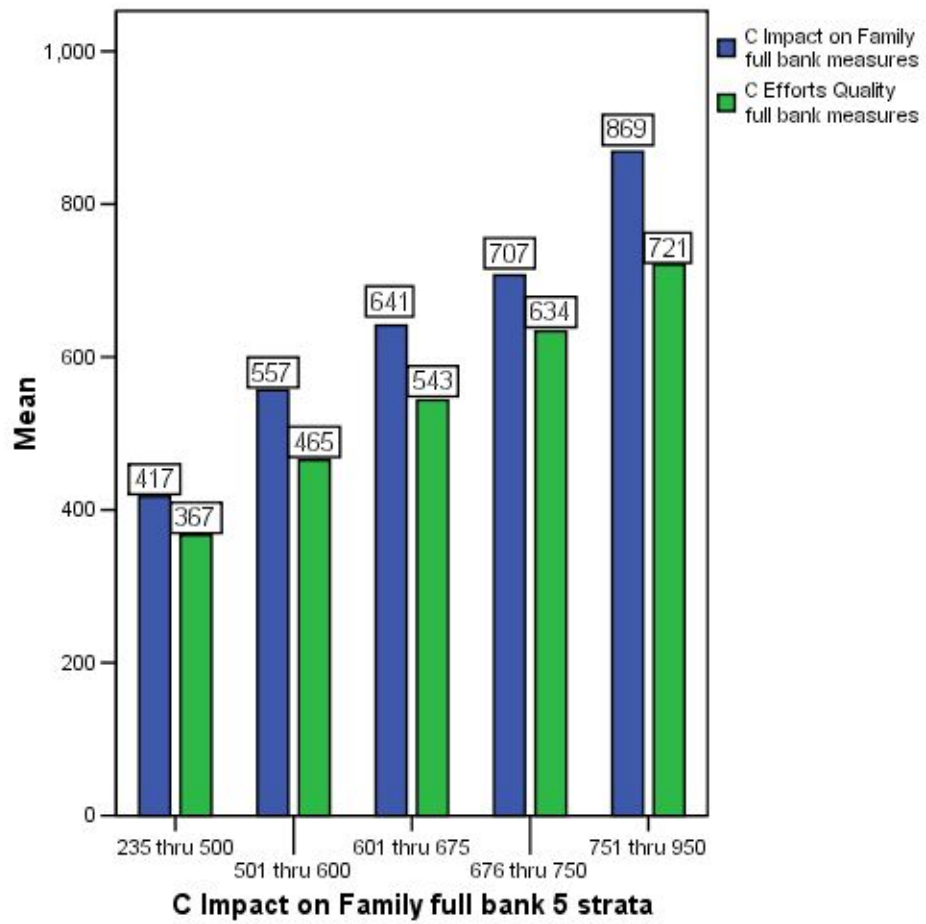
How the two NCSEAM scales work together

- The **Family-Centered Services** scale is a process measure. It measures the extent to which programs reach out to families and provide high-quality services to children and families, from the family's perspective.
- The **Impact on Family** scale is an outcome measure. It measures the extent to which families perceive that they have achieved positive outcomes as a result of their participation in early intervention.



Family Outcomes are Related to Family-Centered Services

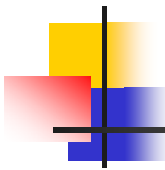
- In NCSEAM's pilot data from families in 8 states, the correlation between measures on the Family-Centered Services scale and measures on the Impact on Family scale was $r = .80$.





Measurement and program improvement

- The NCSEAM data suggest that as early intervention programs provide more family-centered services - as indicated by families' higher measures on the Family-Centered Services scale - there is likely to be a significant increase in positive outcomes for families – as indicated by families' higher measures on the Impact on Family scale.



How the Impact on Family Scale measures family outcomes

- Data from the NCSEAM National Item Validation Study showed that the relative likelihood of families' reporting that early intervention helped them achieve different outcomes was very similar across all groups of families.



Consistency of responses to the items

- The consistency held up across families that differed by:
 - State of residence
 - ethnicity
 - age of child
 - language in which the survey was administered (English vs. Spanish)
 - method of administration (self-administered or items read by a facilitator)



Items families agree with most

Over the past year, early intervention services have helped me and/or my family:

- Do things with and for my child that are good for my child's development.
- Understand my child's special needs.
- Be more optimistic about my child's future.



Items families agree with *slightly less*

Over the past year, early intervention services have helped me and/or my family:

- Communicate more effectively with the people who work with my child and my family.
- Understand the roles and responsibilities of the people who work with my child and family.



Items families agree with *a lot less*

Over the past year, early intervention services have helped me and/or my family:

- Know about my child's and family's rights concerning special education services.
- Know where to go for help or support to meet my child's needs.



Items families agree with *least*

Over the past year, early intervention services have helped me and/or my family:

- Participate in typical activities for children and families in my community.
- Know about services in the community.



The importance of a consistent pattern of responses

- The consistency of people's responses to items is what allows us to use these responses as a true **measure** of the thing we want to evaluate, in particular, for Part C, whether early intervention helped families achieve certain outcomes.



Calculation of the percent reportable to OSEP

- We calculate a measure (score) for each completed survey, based on the family's responses to all the items in the relevant scale.
- For the report of state-level performance, we combine the measures of all participating families in the state.
- The percent we report to OSEP (and the public) is the percent of families with measures at or above an *established standard*.



How NCSEAM established a recommended standard for each sub-indicator

- NCSEAM convened a stakeholder group with broad representation of families, state and local agencies, advocates, and researchers.
- Participants were provided with a list of the items in an order reflecting families' likelihood of agreeing with each item. *(Note: This is not the order in which items appear on the actual survey.)*



How NCSEAM established a recommended standard for each sub-indicator

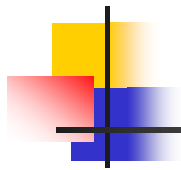
- The question we asked was:
What is the highest item with which you would require an “agree” response in order to have confidence that the meaning of the indicator (e.g., early intervention services helped families know their rights) is being achieved?



“Threshold” items for Part C

Over the past year, early intervention services have helped me or my family:

- *(a) know about my child's and family's rights concerning early intervention services.*
- *(b) communicate more effectively with people who work with my child and my family.*
- *(c) understand my child's special needs/do things with and for my child that are good for my child's development.*



What the “standard” means

- **The standard is not about agreement with a single item.** Given the consistent pattern in families’ responses to the items, a high likelihood of agreement with the threshold item *implies the same or greater likelihood of agreement with items located “below” this one on the scale.*

PART C IMPACT ON FAMILY

- Over the past year, Early Intervention services have helped me and/or my family:
- participate in typical activities for children and families in my community
- understand how the Early Intervention system works.
- keep up friendships for my child and family.
- know about services in the community.
- know where to go for support to meet my family's needs.
- be more effective in managing my child's behavior.
- know about my child's and family's rights concerning early intervention services.
- improve my family's quality of life.
- know where to go for support to meet my child's needs.
- make changes in family routines that will benefit my child with special needs.
- do activities that are good for my child even in times of stress.
- get the services that my child and family need.
- feel that my family will be accepted and welcomed in the community.
- communicate more effectively with people who work with my child and my family.
- feel that my child will be accepted and welcomed in the community.
- be able to evaluate how much progress my child is making.
- feel more confident in my skills as a parent.
- understand the roles of the people who work with my child and family.
- feel that I can get the services and supports that my child and family need.
- understand my child's special needs.
- do things with and for my child that are good for my child's development.
- feel that my efforts are helping my child.



Positive Outcomes Resulting from Families' Participation in Early Intervention



Families and children participate fully in the community

← Parents know their rights and can access services for their child and family

← Parents work effectively with the professionals who provide services to their child

← Parents have increased knowledge and skills to help their child develop and learn

Parents have greater confidence in themselves and are more optimistic about the future

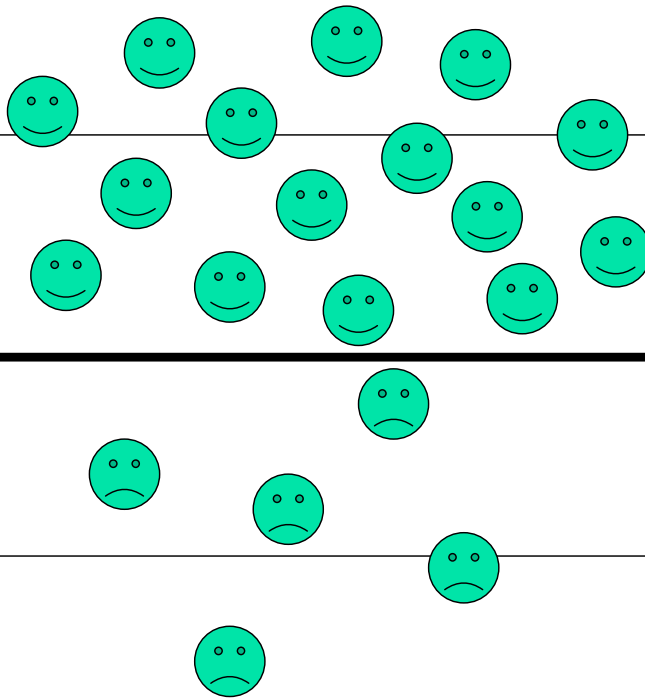
Percent of families who report that early intervention helped them know their rights

Far above threshold

At or just above threshold

Below threshold

Far below threshold



75%



Implementation issues

- Will all parents have an opportunity to participate, or will the state use a sample of parents?
- If a sample is used, how will the sample be selected?
- How will the surveys be disseminated and the data collected?



Implementation issues

- What accommodations will be made for parents who are speakers of languages other than English, who have difficulty reading the items, or who have other access issues?
- How will the results be reported?

NCSEAM Report for SPP/APR Indicator #4(a)
Data Collected in 2005-06

Percent of families participating in Part C who report that early intervention services have helped the family know their rights.

74.5%

Standard: A .95 likelihood of a response of “strongly agree” or “very strongly agree” with the item, “Over the past year, early intervention services helped me and/or my family know about my child’s and family’s rights concerning early intervention services.”

Measurement Reliability: .90

N of Valid Responses: 699

Statistics: M = 527, SD = 116, 95% CI = 469 to 585.

Demographics of Respondents:

<u>Race/Ethnicity</u>		<u>Age of Child</u>	
Caucasian	62%	0-1 years	28%
African-American	19%	1-2 years	32%
Hispanic or Latino	15%	2-3 years	42%
Asian or Pacific Islander	3%		
Native American	1%		



Further information

- *www.monitoringcenter.lsuhscc.edu*