

Use of the NCSEAM Surveys to Address the SPP/APR Parent/Family Indicators


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What will you learn from this presentation?

- 
- What do the NCSEAM surveys look like?
 - How can the surveys be used to address the SPP/APR parent/family indicators?
 - How can states access the surveys?
 - What are states' options with regard to:
 - Items that appear on the survey?
 - Methods of survey administration?
 - Obtaining data analyses and reports?

- 
- What do the NCSEAM survey scales measure?
 - Why do we have confidence in the reliability and validity of these measures?
 - How can data from the surveys be used to guide improvement efforts?



SPP/APR Part B Indicator

“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.”

SPP/APR Part C Indicator

“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.”

Parent Survey - Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. You may skip any item that you feel does not apply to you or your child.

Use pencil only Fill in circle completely: Incorrect:

		Very strongly disagree	Strongly disagree	Disagree	Agree	Very strongly agree
Schools’ Efforts to Partner with Parents						
1. I am considered an equal partner with teachers and other professionals in planning my child’s program.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. All of my concerns and recommendations were documented on the IEP.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Written justification was given for the extent that my child would not receive services in the regular classroom.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was given information about organizations that offer support for parents of students with disabilities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

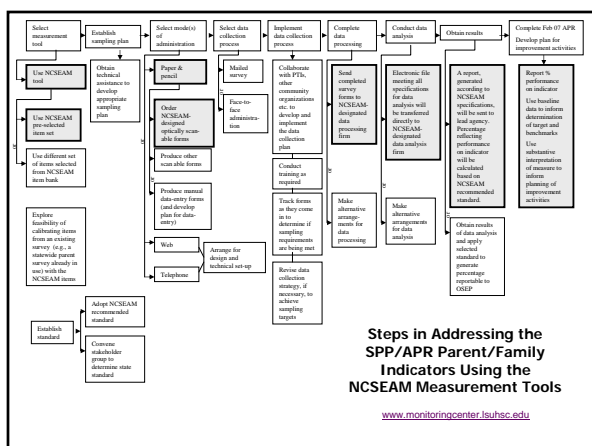
Family Survey - Early Intervention

This is a survey for families receiving Early Intervention services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. You may skip any item that you feel does not apply to your family.

Use pencil only Fill in circle completely: Incorrect:

		Very strongly disagree	Strongly disagree	Disagree	Agree	Very strongly agree
Family-Centered Services						
1. I was offered help I needed, such as child care or transportation, to participate in the Individualized Family Service Plan (IFSP) meeting(s).		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was asked whether I wanted help in dealing with stressful situations.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I was given choices concerning my family’s services and supports.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My family’s daily routines were considered when planning for my child’s services.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have felt part of the team when meeting to discuss my child.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The services on our IFSP have been provided in a timely way.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family was given information about:						
7. - modifications of routines, activities, and the physical setting that would help my child.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. - the rights of parents regarding Early Intervention services.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. - community programs that are open to all children.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. - organizations that offer support for parents of children with disabilities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. - how to participate in different programs and services in the community.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Steps in addressing the SPP/APR parent/family indicators



Steps in addressing the SPP/APR parent/family indicators (1)

- Select a measurement tool
- Establish a sampling plan
- Select mode of administration
- Work out details of the data collection process
- Collect data



Steps in addressing the SPP/APR parent/family indicators (2)

- Process data
- Conduct data analysis
- Obtain results
- Plan improvement activities
- Complete the February '07 APR
 - . . . Collect more data . . .
 - . . . Complete the next APR . . .



The "NCSEAM Package"

- Printing of survey forms
- Scanning of completed forms
- Data analysis
- State-level report
 - Sample characteristics
 - % to be reported for the indicator
 - Substantive interpretation of the state's measure on each scale



Approximate costs for the "NCSEAM Package"

- Part B (2-page, 4-sided survey form)
 - 1,000 forms \$ 8,800
 - 6,000 forms \$14,800
- Part C (1-page, 2-sided survey form)
 - 1,000 forms \$ 7,800
 - 8,000 forms \$12,700

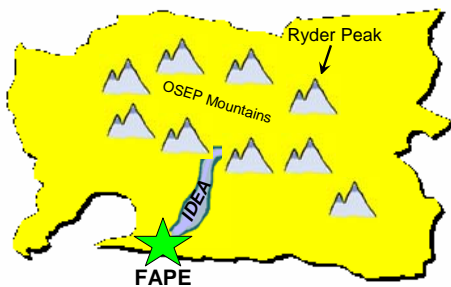


How to Arrange for the "NCSEAM Package"

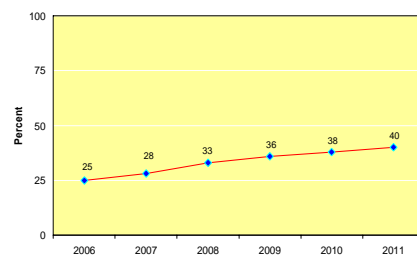
- Contact NCSEAM
- Contact Scantron, Inc.
- Contact Piedra Data Services
- Contact MetaMetrics, Inc.

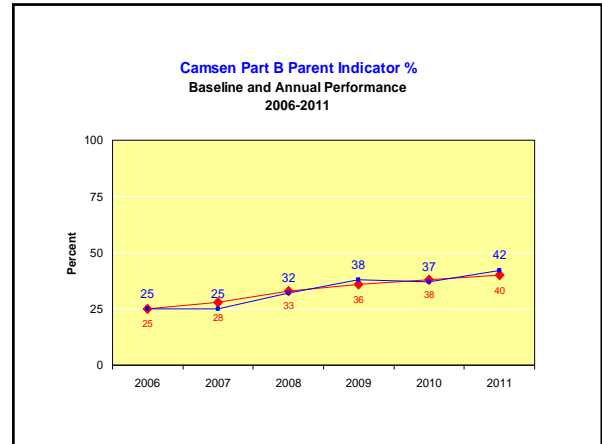
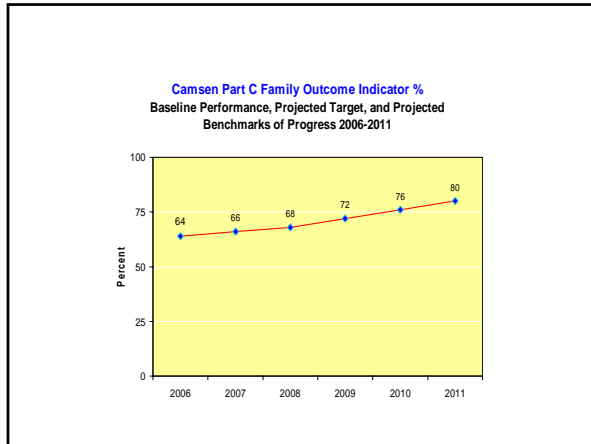
Contact information available on the NCSEAM website, www.monitoringcenter.lsuhscc.edu

CAMSEN



Camsen Part B Parent Indicator %
Baseline Performance, Projected Target, and Projected Benchmarks of Progress 2006-2011





Development of the NCSEAM Measurement Tools

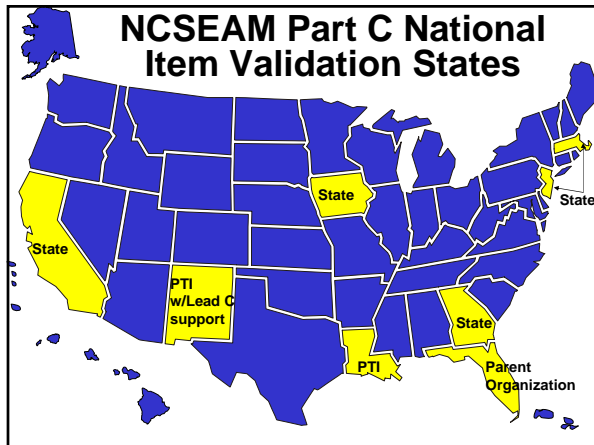
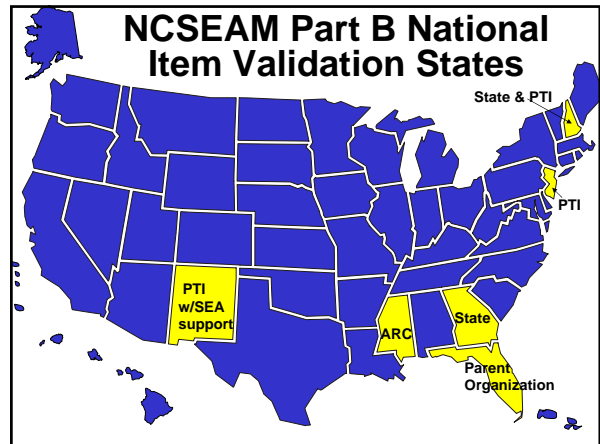
- ### NCSEAM Parent/Family Involvement Workgroup
- Began work in January 2002
 - Set the goal of developing valid, reliable, and useful measures of families' perceptions and involvement in early intervention and special education.

- ### Item development
- Sample items were drawn from existing survey instruments, research on parent involvement, and descriptions of best practices in parent involvement and family-centered services
 - In 2003, stakeholder workgroups were conducted in 6 states (MS, NH, CA, NM, KY, FL)
 - ~ 500 suggested items were reviewed by PACER and other parent groups

- ### Item development
- Separate item banks were developed for Part B (ages 5+) and Part C.
 - The NCSEAM Parent/Family Involvement Workgroup recommended that further work be done to develop items for families of children receiving preschool special education services. Items for an NCSEAM 619 survey will be piloted in 2006.

National Item Validation Study

The NCSEAM National Item Validation Study was conducted between October 2004 and February 2005 through the efforts of 8 Part C Lead Agencies, 6 SEAs, and many cooperating parent organizations.



What do the items measure?

- Measurement requires a definition of what is being measured. We hypothesized that the Part B items measure four dimensions of parent perceptions and involvement in special education.
- We tested our hypothesis using data from Florida's statewide parent survey.

Florida's Parent Survey

- The Florida survey consisted of approximately 45 items originally selected by a statewide stakeholder group.
- Data were available from over 30,000 families who returned completed surveys between 1999 and 2004.

Results

The Florida survey items grouped into the four dimensions we had hypothesized:

- Schools' efforts to partner with parents
- Parents' perceptions of the quality of special education services
- Parents' participation in the special education process
- The impact of special education services on the child

National Item Validation Study Findings

Sample Characteristics

The Part B and Part C samples closely matched the distribution of families and children served nationally under IDEA, with regard to ethnicity, age of child, and, for Part B, category of exceptionality.

Part B Dimensions

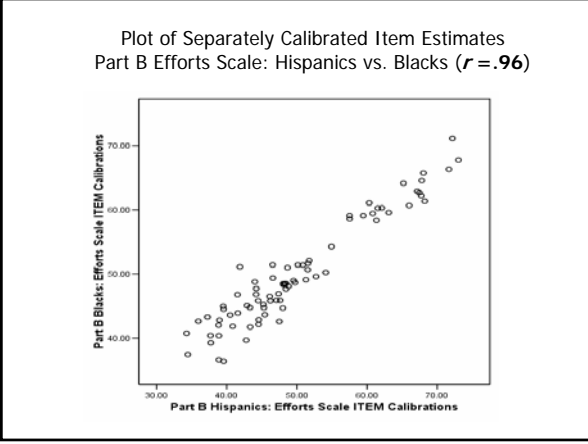
The items grouped in the same way they had grouped in the Florida data, with the addition of a dimension related to the impact of special education services on the family.

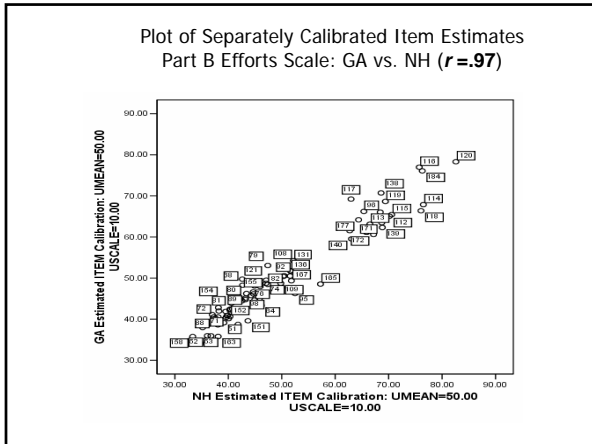
Part C Dimensions

- The items grouped into three dimensions:
- Family-centered services
 - Impact of early intervention services on the child
 - Impact of early intervention services on the family

Confirmation of Invariance

- Across alternate forms
- Across subgroups defined by:
 - State
 - 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)
- Across B and C (for items with similar content)





A new way to think about measurement . . .

- ← The object is more than 6 inches long. SA A D SD
- ← The object is more than 5 inches long. SA A D SD
- ← The object is more than 4 inches long. SA A D SD
- ← The object is more than 3 inches long. SA A D SD
- ← The object is more than 2 inches long. SA A D SD
- ← The object is more than 1 inch long. SA A D SD
- ← The object is more than 0 inches long. SA A D SD

ITEM CALIBRATIONS ON THE PART B
SCHOOL EFFORTS RULER*

- ← The school offers parents training . . . [660]
- ← The school explains what options parents have . . . [600]
- ← Written information I receive is . . . understandable. [520]

*.95 likelihood of agreement

PARENT MEASURES ON THE PART B
SCHOOL EFFORTS RULER

In the histogram to the left of the ruler, each # sign represents 13 parents (total n=2634).

In the national sample, the average parent measure on the Part B School Efforts scale was 500. The parent measures ranged from a low of 140 to a high of 880.

ITEM CALIBRATIONS ON THE PART C
FAMILY OUTCOMES RULER*

Over the past year, Early Intervention services have helped me and/or my family:

- ← know about my child's and family's rights . . . [600]
- ← communicate more effectively . . . [570]
- ← understand my child's special needs. [540]

*.95 likelihood of agreement

FAMILY MEASURES ON THE PART C
FAMILY OUTCOMES RULER

In the histogram to the left of the ruler, each # sign represents 13 families (total n=1750).

In the national sample, the average family measure on the Part C Family Outcomes scale was 640. The family measures ranged from a low of 240 to a high of 950.

Steps in the NCSEAM-recommended standard-setting process

- Convene a stakeholder group with broad representation of families, state and local agencies, advocates, etc.
- Consider the ordering of items along the item ruler.
- What is the highest item with which one would require an “agree” response in order to have confidence that the meaning of the indicator (e.g., schools are facilitating parent involvement) is being achieved?

Steps in the NCSEAM-recommended standard-setting process

- “If families don’t agree with this item” – and, by implication, with all those below it – “then we could not say that we had acceptable quality in this area.”
- The point on the ruler that corresponds to the selected item (or items, when several items are in the same statistical range) represents the *standard*.

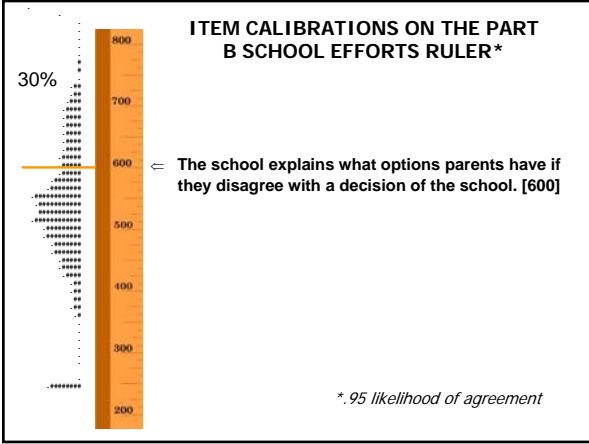
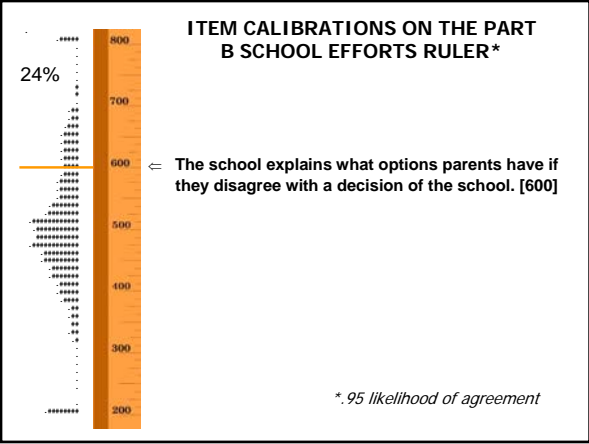
Applying the standard

- Performance on the indicator is calculated as the percent of parents or families with measures at or above the established standard.

PART B SCHOOL PARTNERSHIP EFFORTS

S offers parents training about special education issues
 S gives parents help to play an active role in child’s education
 I organizations that offer information and training for parents
 I have been asked for my opinion about services
 I was offered special assistance so I could participate in IEP
 The school provides information on agencies for transition
 S gives me choices with regard to services

S explains what options parents have if they disagree with school
 S communicates regularly with me regarding my child’s progress
 We discussed how my child would participate in assessments
 Written justification given for services outside regular class
 Teachers and administrators seek out parent input
 T&A ensure that I have fully understood the Procedural Safeguards
 I am considered an equal partner with teachers and professionals
 All of my concerns and recommendations were documented on the IEP
 T&A show sensitivity to the needs of students with disabilities
 S offers parents different ways to communicate with teachers
 T&A encourage me to participate in the decision-making process
 My child’s evaluation report is written in terms I understand
 We discussed accommodations and modifications for my child
 T treat me as a team member
 T&A respect my culture and language
 Written information I receive is written in an understandable way
 T are available to speak with me
 Information is provided to me in a language I understand



PART C IMPACT ON FAMILY

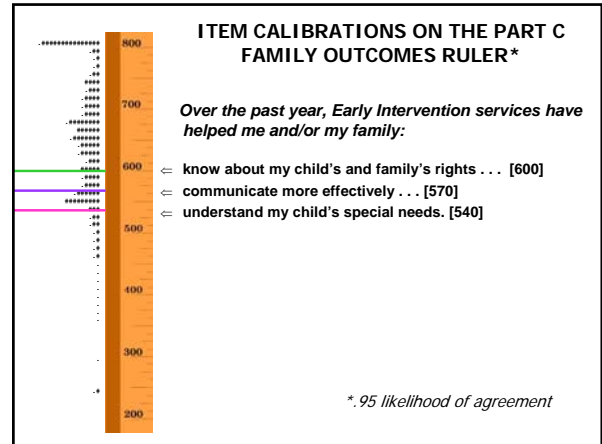
Over the past year, Early Intervention services have helped me and/or my family:

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.



Constructing smaller item sets

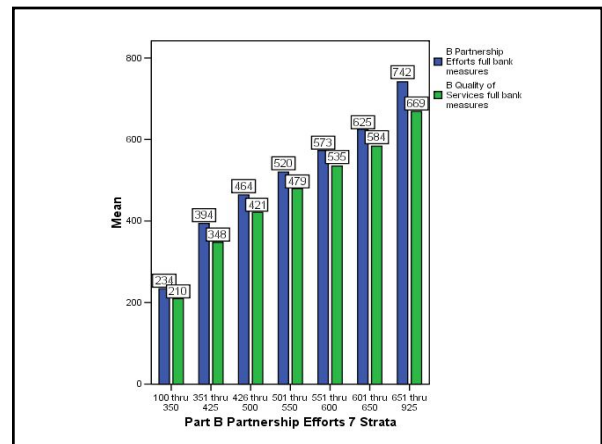
- To reproduce the measures obtained using all the items in a scale, subsets of items need to represent the full range of the measurement ruler.
- With appropriate selection, different subsets of items will produce the same measures.
- Approximately 25 items per scale are needed to achieve measurement reliability of .90 or above.

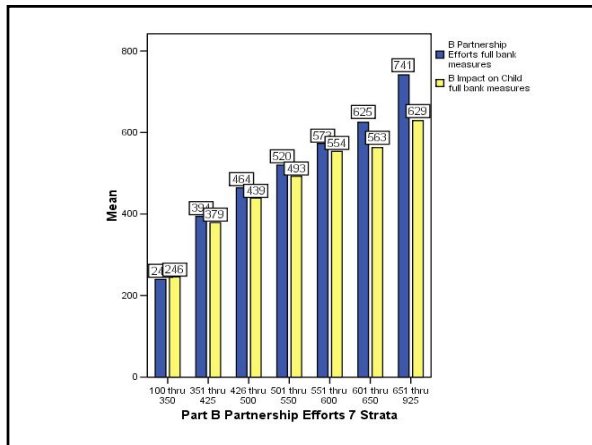
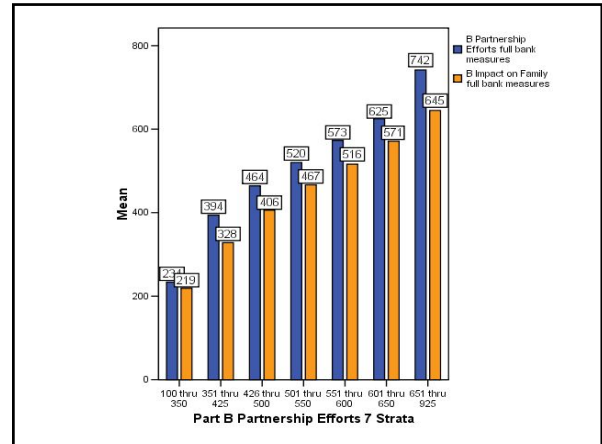
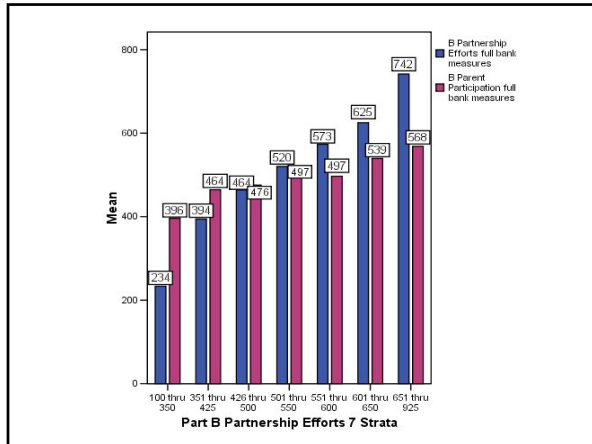
Use of multiple scales

- The SPP/APR indicators for Part B and Part C could minimally be addressed by data derived from a single NCSEAM scale:
 - For Part B, Schools' Partnership Efforts
 - For Part C, Impact of Early Intervention Services on the Family
- *However*, measures from the additional scales can provide useful guidance for program improvement.

Correlations among the Part B measures *(SPE = School Partnership Efforts)*

- SPE & Quality of Services: $r = .94$
- SPE & Parent Participation: $r = .36$
- SPE & Impact on Family: $r = .79$
- SPR & Impact on Child: $r = .70$





Additional correlations among the Part B measures

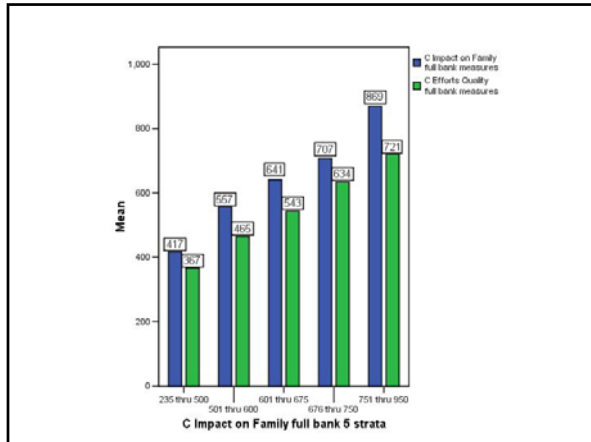
- Quality of Services & Impact on Child: $r = .75$
- Parent Participation & Impact on Child: $r = .22$

Implications for Part B

- As schools do a better job of facilitating parent involvement, we should see a measurable improvement in services and results for students with disabilities.
- Increased efforts to facilitate parent involvement should result in better outcomes for families.

Correlations among the Part C measures

- Family-Centered Services & Impact on Family $r = .80$
- Family-Centered Services & Impact on Child $r = .64$



Implications for Part C

- Improving the quality of family-centered early intervention services should result in more positive outcomes for families as well as improved outcomes for children.

How the NCSEAM measures can guide improvement efforts

- A state's measure on the indicator can be directly interpreted with respect to the items that define the scale.
- Items below the measure are in large part being accomplished; items above the measure have yet to be accomplished.

How the NCSEAM measures can guide improvement efforts

- Items *just above the measure* are good targets for improvement.
- Agency representatives, together with stakeholders, can focus attention on what the accomplishment of these items would require.
- TA can then be directed where it is most likely to have a positive impact.

National Center for Special Education Accountability Monitoring

www.monitoringcenter.lsuhs.edu